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ABSTRACT

The immediate purpose of the 1971 Adult Basic Education Institute was the training or retraining of teachers in English as a second dialect or English as a foreign language to inner-city adults with an educational equivalency of eighth grade or less. The institute involved 96 participants (72 teachers and 24 supervisors) in a program sensitizing them to the linguistic factors as well as the social conditions which make up their teaching environments. Teachers and supervisors were grouped according to one of three interrelated areas: English as a second dialect (black), English as second dialect (Spanish), or English as a foreign language. The program was the first attempt to bring together a group of nationally known linguistics and TESOL specialists and experts in teacher training through microteaching procedures. Work in lecture-practicum sessions provided background in linguistic, cultural, and historical areas while workshops centered on discussion of curricular problems and the writing of original curriculum materials. Summative evaluation included progress evaluation, questionnaire, evaluator observations, and a follow-up study. A major contribution of the institute would be development of leadership potential indicated by the follow-up study. Appendixes consist of approximately 40 pages. (EA)

ED 090415

FINAL REPORT

INSTITUTE IN ADULT BASIC EDUCATION: 1971

Two three week Institutes for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or less.

(A TESOL Project)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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Milwaukee, Wisconsin 53211

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The University of Wisconsin-Milwaukee

PROFESSOR CARL JAMES, Visiting Professor,
University of Wales, Bangor, Wales, U.K.

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Submitted to U.S. Department of Health, Education, and Welfare.

Office of Education
Adult Education Branch

CE001490

Abstract
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Purpose
Procedures
Results/Consulsions

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I. INTRODUCTION

The need for training or retraining teachers in English as a Second Dialect or English as a Second Language in the area of Adult Basic Education is incorporated into the urban mission of the School of Education of the University of Wisconsin-Milwaukee. For this reason, the 1971 Institute, which ecompassed many of the goals of urban education, was operated successfully in the School of Education. The Institute was characterized by lecture-practicum sessions and workshops, both of which were directly linked to the microteaching sessions. The lecture-practicum sessions integrated linguistic, cultural and social factors and were intended to be the means of encouraging awareness of the complexity of the social conditions related to the linguistic environment of the individual participant's particular teaching situation.

The 1971 Institute had as its basis the microteaching sessions centered on microteaching procedures which incorprated the use of technical skills of teaching and newly developed technical skills of supervision which are being refined at the University of Wisconsin-Milwaukee School of Education. The teachers of Adult Basic Education were trained in the technical skills of supervision. The teachers and supervisors were grouped according to one of three interrelated areas: English as a Second Dialect (Black), English as a Second Dialect (Spanish) or English as a Foreign Language.

The immediate purpose of the Institute therefore can be stated as the training or retraining of teachers in English as a Second Dialect or English as a Foreign Language to adults with an educational equivalency of eighth grade or less. The ultimate goal is the creation of an awareness of the factors related to the social conditions of a changing environment characteristic of this particular type of teaching situation and intrinsically related to the linguistic factors involved in the teaching setting.

To fulfill these purposes and to attempt to satisfy individual needs, the participants of the 1971 summer Institute were divided into the three above-mentioned interrelated linguistic areas: Section 1 concentrated on Standard English Dialect for adult speakers of non-standard English, primarily Black non-standard; section 2 dealt with standard English dialect for adult speakers of non-standard English, primarily stemming from a Spanish language background; section 3 considered English as a second language teaching techniques for teachers of heterogeneous language background classes. The lecture-practicum sessions were meant to impart and provide background in the linguistic, cultural and historical areas; the workshops were characterized by a discussion of curricular problems and the writing of original curriculum materials under the direction of the workshop teachers. The work accomplished in these sessions was directly linked to the microteaching program.

The detailed curricular activities of the participants are included in the bulk of this final report.

Through an agreement of cooperation between the Adult Basic Education Project and the Triple T project (Training of Teacher Trainers), Dr. Delbert K. Clear director, supervisors previously trained by the Triple T program acted as cooperating supervisors for the microteaching sessions and the ABE supervisors. In addition, the TTT project provided the hardware, in terms of videotape equipment and incircuit television systems. The purposes of supervisor training of the Adult Basic Education program complemented those of the TTT program and therefore the purposes of programs were met through joint cooperative efforts, a unique use of two government programs and facilities provided by the United States Office of Education. It should be noted that through cooperation of this nature between United States Office of Education funded projects, the value of the project for the participants reaches much beyond the limited objectives envisioned by the project itself. Cooperation of this nature affords project participants the opportunity of taking advantage of numerous resources otherwise unavailable to them.

The University of Wisconsin-Milwaukee granted to participants 1) three hours of credit in Curriculum and Instruction 176 (Principles and Methods of Teaching English as a Foreign Language) if the participants were undergraduate or, 2) three hours credit in Curriculum and Instruction 330 (Advanced Problems in the Teaching of Foreign Languages) if the participants were graduate students. Certificates signed by the project director, Dr. Diana E. Bartley and the Dean of the School of Education, Richard H. Davis, were awarded on the last day of the Institute. (cf. Appendix 3)

In essence, the ABE Institute of 1971 sponsored by the School of Education of the University of Wisconsin-Milwaukee, sought to involve, on a national basis, 96 participants in a program sensitizing them to the linguistic factors as well as the social conditions which are combined in the make-up of their teaching environments.

Diana E. Bartley
Project Director, Adult Basic
Education Institute, 1971

II. ABSTRACT

U. S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Washington, D.C. 20202

Abstract

1. Teacher-Training Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966, P.L. 89-750 The Regents of the University of Wisconsin, University of Wisconsin-Milwaukee
2. Full Title of Project: TESOL Institute and Workshop in Adult Basic Education for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less.
3. Name of Applicant: The Regents of the University of Wisconsin, University of Wisconsin-Milwaukee
Address: School of Education, Marietta House, Room 134
Milwaukee, Wisconsin 53211 Congressional District: 5
4. Name of Project Director: Dr. Diana E. Bartley, Director, Marietta House, Room 134, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53211
5. Population Group Served: Teacher Trainers 4. Number of Participants 96.
7. Duration of the Project: ten months
From: June 1, 1971 To: May 31, 1972.

In collaboration with the Triple-T program the two 3-week Institutes trained a total of 72 teachers and 24 supervisors; each Institute trained 36 teachers and 12 supervisors. The 48 participants were trained in (1) innovative teaching methods through the use of microteaching procedures and active participation in microteaching and (2) the rationale and application of these through the system of workshops and (3) the cultural and linguistic background of standard English and non-standard dialects through the seminar established for this purpose. These teachers were afforded maximum supervisory benefits from the ABE supervisor-TTT supervisory team. The ABE supervisors were (1) specifically afforded the opportunity to be trained in the use of the technical skills of supervision as applied to standard English and non-standard dialects in addition to the three above mentioned areas in which the teachers are trained. The teachers and supervisors to be brought to the institute are all involved in teaching standard English as a Second Dialect or English as a Foreign Language to inner-city adults who have not reached an educational equivalency beyond the eighth grade. These inner-city adults may speak foreign languages or a non-standard dialect of English, by virtue of which they are socially stigmatized or educationally restricted from social integration with the mainstream processes of American urban life. It is logical to

propose that the first step toward social and economic betterment for these adults lies in their acquiring some functional control of standard English, both spoken and written. The acquisition of standard English constitutes the minimum means for self-improvement and ultimate release from their present excessive socio-economic constraints. The large number of functional illiterates and the small number of teachers make it imperative that teachers experienced in other areas be offered the opportunity of gaining an insight into the problem. They must also be given well-directed and specialized training, such as that which is herein proposed, in order to direct their efforts as teachers of English and related skills in Adult Basic Education programs.

Teachers who have reached the supervisory level by virtue of their teaching experience need training in the area of supervision so that they may be equipped to communicate their experience to the less experienced whom they are recruiting into Adult Basic Education in the field of English as a Second Language-English as a Second Dialect. These supervisors will also be offered the opportunity of attending classes in their specialized area: English as a Second Dialect-Black; English as a Second Dialect-Spanish; English as a Foreign Language. The proposed Institute will train teachers and supervisors in the technical skills of teaching and supervision, respectively, in addition to offering seminars and workshops to each group in his particular language area. The teacher-supervisor organization with respect to the microteaching experiences will permit the refinement of the technical skills as related to TESOL teaching methods while the seminar-workshop will offer the opportunity of expanding the refining on-going materials and curriculum projects. This organizational structure will make possible the local assessment of nationwide thought and practice in the field of Adult Basic Education.

In conclusion, the program of study for the 1971 Summer Institute in TESOL-ABE by the School of Education for the University of Wisconsin-Milwaukee was the first attempt to bring together a group of nationally known linguists and TESOL specialists and experts in teacher training through microteaching procedures. The proposed program is unique in design and a first in the academic world of teacher training in TESOL. The avoidance of duplication, the pooling of resources and the full use of staff skill, however, makes such an arrangement both academically productive and economically sound.

The proposed program continued last year's seminars in applied linguistics and history and culture. The excellent response to these, as well as the request for separating these into small groups according to language teaching area, has been considered and has justified the division of participants according to language teaching area. (See Prefatory Note)

III. PURPOSE AND GOALS OF PROJECT

i) The purpose of the two Institutes was to improve the expertise and professionalism of experienced teachers in the teaching of Standard English and functional literacy to adults who are speakers of other than Standard English (SE) and who have an educational equivalency of eighth grade or less. This training, coupled with their own experience as professional teachers, was intended to orient the participants toward initiating, or improving ongoing ABE programs, in various community centers designed to impart basic functional linguistic ability in Standard English (SE) and in all four languages skills, to adults who are otherwise unable to function at a minimal social level beyond the confines of either their families or their indigenous social, linguistic, and cultural level.

Therefore, the prime purpose of the Institute was to develop leadership and update expertise among experienced teachers and supervisors in ABE. To this end, leadership training and flexibility based on applied cultural and linguistic concepts was emphasized in addition to teachers training through MICROTEACHING.

The microteaching experience was intended to be complemented and fertilized by reference to the resources and activities conducted in the Seminars and Workshops. Some current postulates on methods, materials and curricula were subjected to scrutiny, in an attempt to discriminate more sharply than hitherto between the appropriate and the inappropriate ones.

It was assumed that these purposes could be achieved by providing training to selected individuals who are currently or shall imminently be involved in ABE programs. Two further subsets were discovered in this population a. Those, constituting the majority, whose exclusive or predominant commitment is to teaching, on ABE courses. B. Those few, who, while they are probably yet engaged, to some degree, in teaching, by virtue of their long experience and proven qualities of leadership, must be viewed as actual or incumbent supervisors of ABE programs.

Therefore, on each Institute 48 places were alloted to participants qualifying as "teachers", and 12 places to those qualifying as "supervisors".

ii) It is naturally impossible to reach an acceptable global definition of what constitutes ABE teacher or supervisor training. Yet the Institute Directors felt compelled to establish criteria to determine the Institute's success in realizing its training objective. Therefore it was decided that for our purposes, the classification "trained" should apply to those participants who had been exposed to, and had assimilated a representative quantity of, the relevant instructional components constituting the Institute Curriculum. (cf. the sections on Curriculum, Evaluation, below).

Consequently, it was decided that the 48 teachers on each Institute should be trained in:

1. Innovative teaching methods through the use of microteaching procedures.
2. The rationale and application of these through the system of Workshops.
3. The cultural, historical, and linguistic backgrounds demarcating Standard English from various nonstandard approximations thereof, by means of special seminars constituted aptly.

Besides receiving instruction on the above three areas, the 12 supervisors were in addition given the opportunity to acquire training in the use of some selected technical skills of supervision as applicable to problems accruing form nonstandard dialect use.

IV. IMPLEMENTATION

1) VENUE: Two Institutes were organized, each divided into THREE subsections as follows:

Institute #1: 21st. June - 9th. July 1971
Institute #2: 19th. July - 6th. August 1971

The three sections of each institute were:

A. With special reference to ABE programs dealing with the Spanish-speaking adult (Mexican-Americans, Puerto Rican, Cubans etc.) Hereafter: "ESD-Spanish".

B. With special referance to ABE programs dealing with the adult whose primary linguistic repertoire is a nonstandard dialect of English. Principally American Negroes, but also applicable to other nonstandard dialect speakers eg. Appalachian whites. Hereafter: "ESD-Black".

C. With reference to the special problems of ABE programs dealing with classes of adults with mixed language backgrounds. Hereafter: "ESL-Heterogeneous".

2) RECRUITMENT

B. The 72 teacher participants and the 24 supervisory participants for the two Institutes were chosen from the entire United States and the Territory of the Mariana Islands and the Commonwealth of Puerto Rico. State Directors of Adult Basic Education were requested to designate those in their respective states who were recommended to participate, either at "teacher" level or at "supervisor" level (cf. Exhibit # 8). In addition, brochures were circulated by direct mail to regional and state directors of ABE and key personnel in educational systems to encourage individual applications (cf. Exhibit # 9 in Appendix).

It must be emphasized that the late notice of official funding given by USOE to this Project placed the effectiveness of recruitment on a national level for Institute #1 in jeopardy. As a result, we were forced to recruit excessibely from the Milwaukee area, since time was insufficient to allow adequate negotiations with potential participants from more remote regions.

3) CRITERIA FOR SELECTION

Participants were selected with reference to the following criteria:

1. Recommendation (emphasising need of services) by state or local ABE supervisor.
2. Evidence of work experience as administrator, supervisor, trainer, teacher or paraprofessional aid in an ABE language course.
3. Other relevant teacher or teacher-training experience (e.g. inner-city schools).
4. Although such competence was not a requirement, its applicants with some active command of Negro Nonstandard English or of Spanish were preferred for allocation to Groups ESD-Black and ESL-Spanish respectively.
5. Relevant formal education was considered in the selection of participants.

4) PARTICIPANTS

INSTITUTE # 1

Adams, Pearl
Analla, Antonio
Bennett, Carmen
Cooper, Philip
Crockett, Marie
Croften, Lenoulia
Doan, Jay-Ellyn
Dollar, Donna
*Garcia, Rosendo
Geary, Carole
Gengler, Eugenia
*Gomez, Teresa
Green, Fred
*Guajardo, Frances
Guajardo, Leonel

*Haskell, Kathleen
Ibarra, Dagoberto
Karp, Mary Jane
Knox, Ines
Kopp, Paulette
Langedyke, Bruce
*Lisak, Theresa
Llanas, Dora
Lucas, Catherine
*Luna, Raul
McQuillent, William
Morales, Miguel
*Merrick, Helen
*Morgan, Lillian
*Nieri, Alejandro

Novoa, Maria
O'Gara, Pauline
Outlaw, Barbara
Patterson, Willie
Reyes, Gloria
*Rivera, Luz
Rodriguez, Betty
*Rotter, Frances
Szazma, Susan
Strehlow, Robert
Sundberg, Marjorie
Susedik, Catherine
Waller, Dolores
Ware, Delois
Wilde, Ralph
*Wrinkle, Thomas

* Those asterisked are Supervisors

INSTITUTE # 2

*Adame, Consuelo
Anderson, Mary Ellen
Begaye, Jimmy
Beland, Claire
Beltran, Erasmo
*Blank, Florence
Campbell, Ambia
Carter, George
*DeLaCruz, Graciela
*Dennis, Harry
Fischer, Mary
Garcia, Sylvia
Griesgraber, Sr. Jo Marie
*Guajardo, Rose
*Guertin, Carolyn
Hirano, Teiichi
Howell, Bing
Howell, Luisa
*Jimenez, Antonio
Lewis, Marion
Lionikis, Nemo
*Mack, Richard
Mattingly, Helen
Moore, Bridget
Morris, Homer
Moses, Thomasina
Neeley, Alan
*Negrete, Alfred
Nelson, Judith
*Nelson, Phyllis
*Outlaw, John
Owens, Diana
Pastor, Cecilia
Puskarich, Cecilia
Rabauliman, Felix
Reis, Anthony
Riveria, David
Rodriquez, Carmen
*Ruf, Betty Jo
Rumley, Carolyn
Saenz, Adalberto
Schulman, Ida
Schenck, Charlina
Skarlose, Gloria
Smith, Nancy
Swan, Robbie
Taylor, Gladys
Vega, Patricia
Waddoups, Wayne

* Those asterisked are Supervisors.
(A list of participants according to groups appears in Appendice 2)

5) CREDIT and CERTIFICATES

a. Credit It was anticipated that participants in the Institute would show some interest in graduate credit. Therefore their individual records were judged by the standards of the Graduate School at which credit was solicited. Some of the courses were designed in anticipation of granting guest certificates to apply as graduate work elsewhere. They received temporary graduate status at the University of Wisconsin-Milwaukee.

b. Certification At the end of each Institute each participant, subject to satisfactory recommendation of the faculty, which considered attendance and performance, was awarded a certificate stipulating that he had successfully completed the course of study. (Appendice #3)

c. Stipends In accordance with Section I.A.I. a. and b. of the Policies and Procedures for the Preparation of Proposals and Operation of Projects under Title III, Section 309 of the Adult Education Act, Public Law 91-230.

V. FACULTY AND CONSULTANTS

LISTS AND VITAE

V. FACULTY AND CONSULTANTS

Full-time faculty and consultancy personnel were enlisted on the basis of proven expertise in the curricular areas outlined above and the relevance of their special expertise to problems of Adult Basic Education. In fact, a faculty of international repute was assembled at the University of Wisconsin-Milwaukee for the purposes of the Institute.

A. FACULTY: (University affiliation, rank)

Professor Diana E. Bartley
Institute Director
Assistant Professor
Department of Curriculum and Instruction
School of Education,
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

Professor Russell H. Bartley
Assistant Professor of Latin American History
Department of History
College of Letters and Science
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

Professor Robert J. DiPietro
Professor of Linguistics
Georgetown University
Washington, D.C. 20001

Mr. Jorge Gracia
Microteaching Coordinator
School of Education
Ph.D. Candidate Stanford University
Stanford, California 94305

Professor Carl James
Department of Linguistics
University College of North Wales
Bongor, North Wales, Great Britain

Professor Jacinto Clark Jenkins
Associate Professor of Spanish
Sacramento State College
Sacramento, California 95823

Miss Maryann McKay
Administrative Assistant
Ph.D. Candidate & Research Assistant
School of Education
Stanford University
Stanford, California 94305

Professor Arnold Mitchem
Director, Educational Opportunity Program
Marquette Hall
Marquette University
Milwaukee, Wisconsin 53233

Mr. Cecil Shaw
Ph.D. Candidate Stanford University
Stanford, California 94305

Professor Joyce Zuck
Lecturer, English Language Institute and
School of Education
University of Michigan
Ann Arbor, Michigan 48103

Professor Louis Zuck
Associate Professor Linguistics
University of Michigan
Ann Arbor & Dearborn, Michigan

Professor Walter Zwirner
Evaluation & Research
Associate Professor of Education Psychology
University of Calgary
Calgary, Alberta, Canada

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Milwaukee, Wisconsin 53211

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Videotape Operator
B.A. Candidate of University of Wisconsin-
Milwaukee
Milwaukee, Wisconsin 53201

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Secretary to Dr. Diana Bartley
2809 West Highland Blvd. Apt. 204
Milwaukee, Wisconsin 53208

Mr. Lorenzo Tovar
Administrative Assistant
B.A. Candidate
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Miss Susan F. Ziburski
Head Secretary of the Institute
2809 West Highland Blvd. Apt. 204
Milwaukee, Wisconsin 53208

B. CONSULTANTS: (University affiliation, rank)

Mr. Israel Beard
Administrator Adult Education Programs
Milwaukee Technical College
Milwaukee, Wisconsin 53203

Gordon F. Burgess, M.D.
Chief Obstetrics and Gynecology
Columbia Hospital
425 East Wisconsin Avenue
Milwaukee, Wisconsin 53201

Dean P. Frederick Delliquadri
Dean, School of Social Welfare
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Miss Charlotte Martin
Wisconsin State Director of Adult Basic Education
Wisconsin State Board of Education
137 East Wilson Street
Madison, Wisconsin 53703

Professor Robert L. Politzer
Professor of Education & Romance Linguistics
Stanford University
Stanford, California 94305

Professor Hisaura Rubenstein
Assistant Professor of Social Welfare
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53211

Mr. Isidro José Villa
Director, Adult Basic Education
Waukesha Technical College
Waukesha, Wisconsin 53186

VITA Diana E. Bartley, Project Director

Assistant Professor, Department of Curriculum and Instruction, School of Education, University of Wisconsin-Milwaukee

Education

B.A. Rosemont College: M.A. Middlebury College: A.M. Stanford University: Ph.D. Stanford University. Certificates in language proficiency from University of Fribourg, Switzerland (French) and University of Florence, Italy (Italian). Studies at Laval University, Quebec, Canada; University of Madrid, Spain; Fordham University, New York; University of Helsinki, Finland (Russian Languages Studies).

Fellowships and Awards

1) Work scholarship, Middlebury College, 1963
2) Third place, California State Competition for the Helen Haffernan Scholarship
3) Research Assistantship, Stanford Center for Research and Development in Teaching, June, 1966 - August, 1967
4) Research Assistantship renewed after 1967-68 leave of absence
5) Awarded membership in Pi Lambda Theta, Honorary Women's Professional Association in Education, 1964
6) Sigma Delta Pi, honorary association in Spanish

Professional Experience

Instructor in English as a Foreign Language, Bi-National Center, Madrid, Spain, 1961-62
Instructor Foreign Language, Fairfield School District (secondary), 1963
Palo Alto Unified School District (secondary) 1964-66
Instructor, University of Wisconsin-Milwaukee, 1969
Assistant Professor, University of Wisconsin-Milwaukee, 1970-
Director, Adult Basic Education Institute, Summer-1970, University of Wisconsin-Milwaukee

Teacher Training Experience

Resident Supervisor, Stanford Teaching Intern Program, Stanford University, Stanford, California
Teaching model, microlessons videotaped in Foreign Languages and English as a Foreign Language, Stanford University
Teaching Assistant Coordinator, University of Wisconsin-Milwaukee, 1969
English Education Program Director in Secondary Education, Department of Curriculum and Instruction, School of Education, University of Wisconsin-Milwaukee

Publications

"To study some major variable which affect the willingness of teachers, principals and superintendents to participate in educational research and their attitudes towards educational research" in Social Psychology of Education: Study Proposals Submitted to N.L. Gage, compiled by W. Gorth and G. Salomon, 1967 (with Maria Podlogar)

Practice-Centered Teacher Training: Spanish, Technical Report No. 2, Stanford, California: Stanford Center for Research and Development in Teaching, 1967, (with Robert L. Politzer), pp. 1-238; Revised edition, Center for Curriculum Development, to be published, 1971.

"A Pilot Study of Aptitude and Attitude Factors in Language Dropout," California Journal of Educational Research,XX (March, 1969), p. 45-55.

"The Importance of the Attitude Factor in Foreign Language Dropout: A Preliminary Investigation of Group and Sex Differences," Foreign Language Annals,3, No. 3 (March, 1970), p. 383-93.

"Micro-teaching: Rationale, Procedures and Application to Foreign Languages," Audio-Visual Language Journal, III (Winter 1969-1970), p. 139-44.

"Standard and Nonstandard Dialects: Phonology and Morphology". Research Memorandum No. 46, Stanford, California: Stanford Center for Research and Development in Teaching, 1969, p. 40 (with R.L. Politzer)

"Standard and Nonstandard Dialects: Suggested Teaching Behaviors and Microlessons," Research Memorandum No. 61, Stanford, California: 1970, p. 101

"Standard and Nonstandard Dialects: Elements of Syntax," Research Memorandum No. 54, Stanford, California: Stanford Center for Research and Development in Teaching, 1970, p. 44.

"The attitudinal Factor in Language Learning: Evidence and Implications" to be published in Language Learning Anthology, 1971

Other articles published in professional journals: Final Report, Institutes in Adult Basic Education (A TESOL Project), School of Education, University of Wisconsin-Milwaukee, p.65 +.

(Bartley Vita-Continued)

Professional Organizations

Since 1968 Dr. Bartley has chaired seminars in the professional organizations at both the national and regional levels including the Research Seminar in Language Education, ACTFL Convention, 1970 in Los Angeles and the Seminar in Audio-Visuals in Teacher Preparation, New York, 1970 at the Modern Language Association, 1970. She will be one of the principal speakers at the SWEA Modern Language Section at the invitation of the association.

Research and Field Work

Dr. Bartley has been trained in research methodology in language education at the Stanford Center for Research and Development in Teaching. Field work has been carried out in the school districts in linguistics of standard and nonstandard dialects and related psychology of language learning. Experimental studies in language learning have also been the result of this field work.

VITA Russell H. Bartley, Faculty

Education

B.A.	Colgate University, 1961
M.A.	Middlebury College Graduate Language Schools, 1962
M.A.	Stanford University, 1965
Ph.D.	Stanford University, 1971

Professional Experience

Contributor-Assistant Editor, Hispanic American Report (Stanford University), 1962-1964.

Teaching Assistant (Spanish Language), Stanford University, 1963-65.

Translator (Spanish-English, English-Spanish), Joint Publications Research Service (San Francisco office), summer 1964.

Instructor, Department of History, University of Wisconsin-Milwaukee, 1969-1971; Assistand Professor, 1971.

Teaching and Research Areas

Teaching

Latin America (colonial and modern period surveys); Independence period; River Plate and Brazil; Hispanic cultural history; Iberian Peninsula (survey); modern Spain.

Research:

Latin America and the industrially developed world; cultural and intellectual history of modern Spanish America; foreign involvement in Latin American independence; pre-1971 Russian interests in the western hemisphere; Soviet historiography of Latin America.

Language Competency

Spanish - native fluency;
Portuguese - good reading knowledge; good aural comprehension;
Russian - good overall knowledge;
French - reading knowledge;
Italian - reading knowledge.

(Bartley Vita-Continued)

Professional Memberships and Honors

American Association for the Advancement of Slavic Studies
American Historical Association
Conference on Latin American History
Latin American Studies Association
Modern Language Association
Pacific Coast Council on Latin American Studies

Colgate Argentine Study Group, 1960-61
NDEL Title VI Fellowship, 1965-66, 1966-67
Inter-University Committee on Travel Grants nominee for
US-USSR cultural exchange, 1967
Foreign Area Fellowship, 1967-68, 1968-69

Publications

"A Decade of Societ Scholarship in Brazilian History: 1958-1968" *Hispanic American Historical Review*, L, No. 3 (August, 1970), 445-466.

"On Scholarly Dialogue: The Case of U.S. and Soviet Latin Americanists" and "Soviet Historiography of the Latin American Countries" (by M.S. Al'perovich), critical introduction to and translation of a statement by a Soviet Latin Americanist, *Latin American Research Review*, V. No.1 (Spring, 1970), 59-70.

With Stuart L. Wagner, *Latin America in Basic Historical Collections: A Working Guide*.Stanford, California: The Hoover Institution on War, Revolution and Peace, in press.

VITA Robert J. DiPietro, Visiting Faculty

Professor, School of Languages and Linguistics, Georgetown University

Education

B.A. (1954)	German (major) and Italian (minor), S.U.N.Y. at Binghamton
M.A. (1955)	Romance Languages and Literature, Harvard University
Ph.D. (1960)	Linguistics, Cornell University

Scholastic Honors

1) Bosch and Lomb Prize for Excellence in Science (January, 1950)

2) O'Connor Scholarship at State University of New York, 1953-54

3) Graduated from college cum laude

4) Special honors for senior essay

Professional Experience

Instructor in English as a Foreign Language at the Boston School of Modern Languages, Boston, Massachusetts (1955-56); taught French and Italian both as instructor and as graduate fellow at Cornell University; director of reading courses in French, German and Russian (1957-60); Fulbright Junior Lecturer in Linguistics at the University of Rome, Italy (1960-61): Assistant Professor of Linguistics at Georgetown University. Courses taught: English structure, French, contrastive analysis, and English as a Foreign Language (1961-63); academic coordinator of the International Teacher Development Program at Georgetown (sponsored by the United States Office of Education), Summer, 1962; Coordinator, International Teacher Development Program, Summer, 1963; Fulbright Senior Lecturer in Linguistics and Methodology at the University of Madrid, Spain; also Coordinator of the joint Georgetown-U.S. State Department Program in the teaching of English in Spain; promoted to Associate Professor of Linguistics at Georgetown (1963-64); holder of U.S. State Department seminar for teachers of English, held in Barcelona, Spain at the North American Institute (Summer, 1964); Professor of linguistics at the NDEA Institute for teachers of English in grades 7-12 at Loretta Heights College, Loretto, Colorado (Summer, 1965); head of the Italian Division at Georgetown University (1966-68); professor of applied linguistics at the NDEA Institute for teachers of French and Italian at Central Connecticut State College, New Britain, Connecticut (Summer, 1966): Professor of linguistics in NDEA/ESOL Institute for teachers of English at the

College of the Virgin Islands, U.S. Virgin Islands (Summer, 1967); Professor of Linguistics in an NDEA Institute for teachers of Italian, held at the Facolta di Magistero, University of Florence, Florence, Italy (Summer, 1968). Professor of Linguistics in an EPDA Institute for teachers of disadvantaged children, held at Western Kentucky University in Bowling Green, Kentucky (Summer, 1969).

Recent Awards and Honors

Fulbright Award in Linguistics, University of Rome, Italy, 1960-61.

Fulbright Award in Linguistics and Methodology, University of Madrid, Spain, 1963-64.

Promoted to Associate Professor of Linguistics at Georgetown University, 1963.

Recipient of U.S. State Department Specialist Grant to lecture in linguistics at the seminar for teachers of English in Barcelona, Spain, Summer, 1964.

Certified as proficiency tester in Spanish by the U.S. State Department, Spring, 1965.

Granted tenure at Georgetown University, 1965.

Listed in the Directory OUTSTANDING YOUNG MEN OF AMERICA, 1965 Edition.

Listed in WHO'S WHO IN AMERICAN EDUCATION, 1965 on.

Awarded ACLS travel grant to attend XI Congress of Romance Philology and Linguistics, Madrid, Spain, September, 1965.

Official delegate of Georgetwon University to the Fifth Congress of Phonetic Sciences in Muenster, Germany, August, 1964.

Listed in WHO'S WHO IN THE SOUTH AND SOUTHWEST, 1967 on.

Listed in CONTEMPORARY AUTHORS, Gale Research Company, Detroit, Michigan, 1966.

Served as Head of Italian Division, Georgetown University, September, 1966 to January, 1969.

President of the Washington Linguistics Club, May 1967 to May 1968.

President of the Washington Chapter, American Association of Teachers of Italian, 1968-69.

Listed in COMMUNITY LEADERS OF AMERICA, News Publishing Company, Inc., Raleigh, North Carolina, 1969.

Granted sabbatical leave by the officers of Georgetown University for Spring Semester, 1969.

Listed in the DICTIONARY OF INTERNATIONAL BIOGRAPHY, London, England,1968 on.

Promoted to Full Professor of Linguistics at Georgetown University, Fall, 1969.

Elected for inclusion in the DIRECTORY OF BRITISH AND AMERICAN WRITERS, Fall, 1970.

Works Published

Books

The Sounds of English and Italian,co-author with F.B. Agard, University of Chicago Press, 1965, p. 76. Second impression, 1969.

The Gramatical Structures of English and Italian, co-author with F.B. Agard, University of Chicago Press, 1965, p.91. Second impression, 1969.

Monographs

Report of the Thirteenth Annual Round Table Meeting on Linguistics and Language Studies (Monograph No. 15), Associate Editor. Washington: Georgetown University Press, 1963, 190 p.

Report of the Fourteenth Annual Round Table Meeting on Linguistics and Language Studies (Monograph No. 16), Editor. Washington: Georgetown University Press, 1963, 179 p.

Bibliographies

Italian Section of Linguistic Reading Lists, Center for Applied Linguistics, Washington, D.C., 1963. Co-author with F.B. Agard.

Special Series

"The Language Situation in Arab Sicily," co-author with G.D. Selim in the Richard S. Harrel Memorial Volume (D.G. Stuart, editor), Georgetown University Press, 1968.

"Bilingualism," a chapter in Current Trends in Linguistics, T. Sebeok and R. Lado, editors, Mouton & Company, 1968.

"Linguistics," a chapter in Britannica Review of FL Education, 1968, p. 15-36.

Congressional Proceedings and Other Published Works

"The Contributions of Linguistics to Language Teaching: An Evaluation," Proceedings of the 17th Annual Conference of NAFSA, Philadelphia, April 29, 1965.

"Contrastive Analysis and the Notions of Deep and Surface Grammar," Report of the Nineteenth Annual Round Table Meeting on Linguistics and Language Studies (Monograph No. 21) J.E. Alatis, editor, 1968.

"The Discovery of Universals in Multilingualism," Report of the Twenty-first Annual Round Table Meeting (Monograph No. 23) J. Alatis, Editor, 1970

"Operational and Taxonomic Models in Language Teaching," on Teaching English to Speakers of Other Languages, Series III, B.W. Robinett, editor, 1967; p.138-140/

"Linguistics," Baltimore Bulletin of Education, Vol. XLIII, Nos. 2-4, 1966-67.

"Mini-linguistics: A Pastime for All," The Florence Crier, Vol. III, No. 8 (August, 1968), Florence Italy, pp. 3-4.

"Student Competence and Performance in ESL," TESOL QUARTERLY, Vol. 4 No. 1 (March, 1970), p. 49-62.

"Instructional Strategies: Their Psychological and Linguistic Bases" IRAL,Vol. VIII, No. 1 (1970), p. 1-19. (co-authorship with F. J. Bosco)

Forthcoming Publications

Contrasting Languages: A Transformational Approach, a book to be published by Newbury House in Spring, 1971.

"Bilingualism and Bidialectalism," in a special publication of NCTE.

VITA Jorge E. Gracia Microteaching Coordinator

Education

B.S. with a double major in English-Spanish (May, 1966; Texas A.&I. University Kingsville, Texas.

Academic Honors- Initiated into Sigma Delta Pi, National Spanish Honor Society.

M.A. in Education with a major in Secondary Education and a minor in Spanish (Stanford University, June, 1968)

M.A.T in Teaching Spanish (Stanford University, June, 1969)

Studies Abroad

Universidad de Tamaulipas (Ciudad Victoria), Summer of 1962

Teaching Credentials

Standard Designated Subjects Teaching Credential (Spanish)

Standard Teaching Credential with a Specialization in Secondary Teaching (major: Spanish; minor: English)

Standard Teaching Credential with a Specialization in Junior College Teaching (major: Spanish; minor: English)

Teaching Experience

Teaching English and Spanish to 4th. grade migrant, Mexican-American Children at Zapata, Texas, 1966-67.

Teaching Spanish at Burlingame High School, Burlingame, California, 1967-68.

Teaching Spanish at Escondido Elementary School, Stanford, California, to 4th. grade students, 1967-68.

Teaching Spanish Converstation to Adults at San Mateo Junior College, San Mateo, California, Winter, 1969.

Teaching Spanish Grammar and Composition to Chicano students at Stanford University, Spring, 1971.

Teaching Spanish I at Stanford University, Fall-Winter, 1970.

(Gracia Vita-Continued)

Work Experience

Substitute teacher at the Bilingual Project for Spanish-Speaking Students at Redwood City, California, 1969-70.

Curriculum writer in ESL at Garfield Elementary School, Summer, 1970.

Field of Concentration for the Ph.D. Degree Program

Spanish Linguistics and Latin American Literature (special language problems of Mixican-American students)

Courses relevant to ESL

ELSP 210	Meth Tch Span
ELSP 190	Span Ling
ELSP 110	Span Pronun
EDUC 264	C & I Sec Lang
EDUC 281	Ling Tch Mod Lang
EDUC 298	St Tch El Lang
EDUC 382	Rec Dev in Sec FL
EDUC 382S	Sem Lang Learn
EDUC 388	Lang in Elem Sch
LING 320	tpcs in Applied Ling

VITA   Carl James, Visiting Faculty

Lecturer, (British Academic Ranks), University College North Wales, Bangor Wales, Great Britian

Education	Bemrose School, Derby.
1958	Revis Open Scholar to Nottingham University
1959	Summersemester in Gottingen University
1960-61	Year spent in Berlin University
1962	B.A. Hons. in German, with French, Class 2 Division 1
1963	Diploma in Education, Oxford University. Westminster College
1963-64	Assistant Lecturer in Modern Languages, Dept. of Science and Engineering, Isleworth Polytechnic, Middlesex
1964-65	Diploma in Linguistics (with Russian) University of Manchester
1965-66	British Council Scholar to Moscow State University, USSR. Studied Soviet Linguistics under Professor O.S. Akhmanova
1966-present	Lecturer in Linguistics, University College of North Wales, Bangor
1969-70	Research Fellow in Applied Linguistics, University of Wisconsin-Milwaukee, USA, worked on the problem of Reading in a Foreign Language, with the registered Ph.D. thesis title· "Linguistic Aspects of the Reading Process in a Foreign Language" (Wales)
B.A.	Department of Education, Oxford University, England
M.A.	Linguistics (with Russian), University of Manchester, England
Ph.D.	Candidate-Department of Linguistics, University of Manchester, England

Other Experience

1965-66	Tutor on British Council Summer School for overseas teachers of English, London.
1968	Tutor on British Council Summer School for SOVIET teachers of English, Swansea.
1968	Tutor on British Council Summer School in Sinaia, Rumania
1969	Visiting Lecturer in Methods, Institute in Adult Basic Education, University of Wisconsin
1970	Conducted Adult Basic Education Workshop at TESOL Convention, San Francisco, California.
1970	"Notes & News" Editor for The Modern Language Journal.
1971	European Editorial Advisor, The Modern Language Journal.

Papers Presented

March 1970	To the TESOLConvention, San Francisco: "The Role of the Dialogue in Teaching Egnlish as a Second Language"
April 1970	To NAFSA-ATEFL Workshop in Madison, Wisconsin" "Constructing Dialogues for Use on ESL Courses"

Publications

"Soviet Press Reception of Shalokhov's Designation as 1965 Nobel Prizewinner" Modern Language Journal, Vol. 50, No. 1, January 1966

"Kvoprosu o normalizatisii orfoepii inostranogo jasika" Sbornik Laboratorii Ustnoi Rechi, Moscow University Press, 1967

Report on Rumanian Summer School. Modern Language Journal, Vol. 52, No. 8, 1968

"Deeper Contrastive Studies" Int. Rev. Appl. Lings.,Vol. 7/3, August 1969

"A Rationale for Developing Foreign Language Reading Skills" in National Association of Language Laboratory Directors' Journal, (NALLD) May, 1970

"Applied Institutional Linguistics in the Classroom" by English Journal. 1970

"Educating Coloured Peoples in Britain" by Modern Language Journal. 1970

"The Applied Linguistics of Pedagogic Dialoques" by Language Learning. 1970

"The Exculpation of Contrastic Analysis" to appear in Readings in Contrastive Linguistics (Nickel & Trim, Eds.) C.U.P., Fall, 1970.

Review of Earl Rand: Constructing Dialogs, in Modern Language Journal, December, 1970.

VITA Jacinto Clark Jenkins, Visiting Faculty

Associate Professor, Sacramento State College

Education

B.A.	University of Texas-Austin; major-Latin American Studies, minor-Social Studies (June, 1948)
M. Ed.	University of Houston, June 1953; major-Social Studies Education; minor-Latin American Studies
M.A.	Stanford University, September, 1966: major-Spanish; minor-Education
Ph.D.	Stanford University, June, 1969: major-Language Education; minor-Spanish

Teaching Experience (includes high school teaching experience)

1 year	Director of the NDEA Foreign Language Project, Santa Barbara County Schools, Santa Barbara, California
1 year	Assistant Professor of Spanish, Texas A&I University, Kingsville, Texas
1 year	Teacher, English as a Second Language, Elementary Schools, Chicago City Schools, Illinois
4 years	Supervisor of Spanish Intern Teachers and EFL Intern Teachers, School of Education, Stanford, University
1 year	Coordinator of Bilingual-Bicultural Project, Title VII, ESSA, Redwood City Schools, California
September, 1970	Associate Professor of Spanish, Sacramento State College, California

Consultantships

6 weeks, summer-1960, NDEA Special Consultant, FLES, Bureau of Elementary Education, California State Department of Education

2 weeks, 1965, NDEA Special FLES Consultant, Ventura County Department of Education, California

6 weeks, summer-1964, FLES Tests, Measurements and Evaluations Consultant, Systems Development Corp., Santa Monica, California

1 year, 1965, Linguistic and Methodology Consultant for La Familia Fernandez series, Encyclopedia Britanica Films, Los Angeles, Cal.

4 weeks, 1966-Special NDEA English as Second Language for the Spanish Speaking Consultant, Chicago City Schools, Illinois

6 weeks-Linguistic Consultant, English as Second Language for the Chinese Speaking in the elementary and secondary schools, San Francisco City Schools, California.

2 years-Linguistic Consultant, Una Aventura Espanola, 1960-62, Pasadena City Schools

(Jenkins Vita-Continued)

Publications

"Nao se aprende portugues em tres licoes, porem," La Luz Periodico Escolar, 16 lessons, Banks Upshaw Co., October 16, 1951 through May 16, 1952.

"And Parents Too!, "Hispania, March, 1953.

"A Field Trip to Mexico, "Hispania, August, 1953.

"Sell the Parents to Get the Kids, "Texas Outlook, August, 1953.

"The Use of Foreign Language Songs, "Successful Devices in Teaching Spanish, J. Weston Walsh Publisher, 1952.

"Utilizing Community Resources to Improve the Teaching of Modern Foreign Languages in The Elementary School, "California Journal of Elementary Education, November, 1961.

Destiny Walks Slowly-A Pictorial Account of the Franciscan March Up California, Pasadena City Schools, 1961

Aprendamos la lengua linda, Santa Barbara County Department of Education, 1964.

Estudiemos la lengua linda, Santa Barbara County Department of Education, 1964.

Hablemos la lengua linda, Santa Barbara County Department of Education, 1964.

A Survey of the Status of the Teaching of Modern Foreign Languages in the Elementary Schools and Junior High Schools of Santa Barbara County, Santa Barbara County Department of Education, 1964.

"Six Different Approaches to Spanish Instruction," Santa Barbara County Schools, Santa Barbara County Department of Education, April, 1964.

"Come Wambats and Worship," Hispania, March, 1964.

"El español en las escuelas primarias," Hispanavoz, October, 1964.

"Inservice Training of Spanish Teachers in Santa Barbara," Hispania, December, 1964.

(Jenkins Vita-Continued)

Teaching English as a Second Language for Chinese Speakers Via Science Education, San Francisco City Schools, 1970.

The Effects of Explanation with Spanish Pattern Drills, Unpublished Dissertation, Stanford University, 1969.

VITA Maryann McKay Administrative Assistant

Education

B.A. with a major in Latin American Studies and a minor in anthropology

Graduated-June 15, 1968 from the University of California at Berkely

Academic Honors-Initiated into Alpha Mu Gamma, National Spanish Honor Society

M.A. in Education with a major in Secondary Education and a minor in Spanish

Graduated June 15, 1969 from Stanford University

Academci Honors-Initiated into Pi Lambda Theta, National Education Honor Society

M.A.T. in Teaching Spanish

Graduated - April, 1970, from Stanford University

Studies Abroad

Universidad Nacional Autónoma de México - cursos temporales - Portuguese and History of Mexico - 1966

Universidad de Salamanca - Spanish composition and stylistics, Literature and History of Spain - fall and winter quarters, 1970

A portion of the last 6 summers have been spent living with a Mexican family in Toluca, Mexico

Teaching Credentials

Standard Designated Subjects Teaching Credential (Spanish)

Standard Teaching Credential with a Specialization in Secondary Teaching major: Spanish minor: Anthropology

Standard Teaching Credential with a Specialization in Junior College Teaching major: Spanish minor: Anthropology

(McKay Vita-Continued)

Teaching Experience

Teaching kindergarden and adult English classes daily to Mexicans in San Pedro Toltepec in the state of Mexico with the Experiment in International Living, summer 1965.

Teaching English to a Mexican family 3 hours weekly in Union City, California, in connection with a volunteer YMCA program in Berkeley, California, 1967.

Ten months Internship Teaching of 1 class of Spanish and 2 classes of World Geography at Oceana High School, Pacifica, California, fall, winter, spring quarters, 1968-69.

Ten months Practice Teaching of 2 classes of Spanish at Escondido Elementary School in Palo Alto, California, fall, winter, spring quarters, 1968-69.

Practice Teaching and Supervising in the Micro-Teaching Clinic at Stanford University with Dr. J.C. Jenkins, summer, 1969.

Practice Teaching of Spanish to Anglos in the Bilingual Project at Redwood City under the supervision of Dr. J.C. Jenkins, 1969.

Tutoring English to a Cuban refugee at Stanford, spring and summer, 1970.

Teaching English and art in kindergarden in Toluca, Mexico, summer, 1970.

Tutoring Spanish to a high school student, fall, winter, spring quarters, 1970-71.

Work Experience

Research Assistant for Dr. Robert L. Politzer at Stanford University, 1970-71

Supervisor of Stanford Interns teaching in the Elementary Schools, 1970-71.

Curriculum Writer for the Bilingual Project in Redwood City, 1970-71

Guest Speaker on Mexican and Mexican-American Cultures for Government Classes at Mills High School, Millbrae, California, 1970-71.

Supervisor of Spanish Intern Teachers, School of Education, Stanford University, 1971.

Field of Concentration for the Ph.D. Degree Program

Bilingual Education; English and Spanish as Second Languages
Ph.D. minor: Linguistics

Courses relevant to ESL

ELSP 210	Meth Tch Span
ELSP 190	Span Ling

(McKay Vita-Continued)

ELSP 110	Span Pronun
EDUC 264	C & I Sec Lang
EDUC 281	Ling Tch Mod Lang
EDUC 298	St Tch El Lang
EDUC 382	Rec Dev in Sec FL
EDUC 382S	Sem Lang Learn (Lambert's course on Bilingual Education)
EDUC 388	Lang in Elem Sch
EDUC 482	Sem Lang Learn
LING 220	Intro Ling Educ (Tucker from McGill University)
LING 272	Urban Lang Probs
LING 320	Tpcs Applied Ling
LING 321	Ling/Tch eng as Sec Lang
LING 375	Research Meth Socioling (Cooper from Yeshiva University)

VITA Arnold L. Mitchem , Visiting Faculty

Education

Duke University, Durham, North Carolina major: Afro-American History Summer 1968

University of Wisconsin, Madison, Wisconsin major: European History 1966-68

University of Kentucky, Lexington, Kentucky major: French Summer 1966

Haverford College, Haverford, Pennsylvania major: Post-Graduate work 1965-66

B.A. Southern Colorado State, Pueblo, Colorado major: History 1965

Fellowships and Awards

1967-68 Special Woodrow Wilson-University of Wisconsin
1966-67 Woodrow Wilson Fellowship
Summer 1966 Grant from Southern Education Foundation
1965-66 Post Baccalaureate Fellowship
1965 Honorary Woodrow Wilson Fellowship

Employment

Director, Marquette University, Educational Opportunity Program
January 1969 to Present

Instructor, History Department, Marquette University
September 1968 to Present

VITA Cecil T. Shaw, Visiting Faculty

Education

B.A. plus Teaching Certificate	The University of Northern Iowa (1958-63): Majors-Foreign Language (German and French) and Social Studies
M.A.	Stanford University (1966-68): Major-German
Ph.D.	Stanford University (1968-71): Major-Education (Foreign Language) Dissertation (in process): "Auditory Discrimination in Negro Speech"

Teaching Experience

Milwaukee, Wisconsin Public Schools (Riverside High School, 1963-66), German and American History; Advisor to German Club and Student Council; Assistant Tennis Coach

Nairobi College, East Palo Alto, California (Spring, 1970), Language and Linguistics

Bi-lingual Speaker: Standard and non-standard Dialects (Black)

Special Honors, Professional Honors

Purple Key (1962)-Scholarship and Extracurricular Activities, University of Northern Iowa

Phi Delta Kappa (1968)-Honorary in Education

Participant in "The Guest Program of the Federal Republic of Germany" (Summer, 1966)-One of fifteen American High School Teachers of German Selected

Other Work Experiences

Graduate School

1969 to present-Research Associate in Curriculum Development for the American Association of Teachers of German

January 1969 to October 1969-Coordinator of Recruitment of the Secondary Teacher Education Program, Stanford School of Education

June 1967 to June 1969-Supervisor of German Intern Teachers, Stanford

Summer, 1969-Consultant to Teacher Supervision Workshop, Stanford School of Education

Summer, 1968-Consultant to Peace Corps Project (Excondido, California) on Teacher Training and Teacher Supervision

Summer, 1967-Administrative Assistant to Director of Peace Corps Training Project (the Philippines), Stanford, California

September 1966 to June 1967-Teaching Assistant in course "Student Personnel in Higher Education," Stanford School of Education

VITA Lorenzo Tovar-Administrative Assistant

Education

High School	Milwaukee Vocational School.
College/University	Presently enrolled in the College of Letters and Science. University of Wisconsin-Milwaukee.
Bilingual Education	Formal Education in Spanish.

Employment

1969 - present

Employer	Spanish Center, Adult Basic Education
Position	Driver's Education Instructor/Student Recruiter.

Interest and Hobbies:
Local Community Activities

Active member of United Migrant Opportunity Service Advisory Board.
(Umos) Member of the personnel committee.

Active member of Council Educational for Latin-Americans. (C.E.L.A.)
Acting Chairman/personnel committee.

Active Member of Latin-American Union for Civil Rights.
Acting Chairman.

Spanish Center-Adult Basic Education.
President of the student council. (1969)

Member of a soccer ball team.

VITA Joyce Gilmour Zuck, Visiting Faculty

Education

B.A.	Bucknell University major: English and Mathematics 1959
M.A.	University of Michigan major: English Language and Literature 1961
Ph.D.	University of Michigan major: Education-Curriculum and Instruction-TESOL expected 1971

Present Affiliation

Lecturer-The University of Michigan English Language Institute (LS&A) 1959 to present School of Education- 1963 to present

Teaching Areas and Other Responsibilities

Undergraduate courses (1967 to present): TESOL for the Non-Specialist Teaching English to Speakers of Black English

Graduate Courses (1963 to present): TESOL for the Specialist Curriculum Planning and Materials Writing - TESOL Practicum in TESOL - in which each M.A. candidate plans a curriculum and teaches 26 classes Seminar in Applied Linguistics for Teachers of ESOL

Non-Credit Programs: Teacher Education Program for English Teachers from other countries-University of Michigan 1959 to present. English in Adult Basic Education Programs in both Ann Arbor and Detroit under the University Center for Adult Education and Office of Education- 5 yrs.

Advising: M.A. and Ph.D. candidates in TESOL-3 years. Teaching Fellow Training Program-English Language Institute, 7 years.

Major Interests in TESOL

Teacher Education
Reading
Sociolinguistics

Institutes and Workshops

Institute for International Education (IIE) Institute for Foreign Students-Bucknell University. Coordinator of Pronunciation classes 1959-61. Director of Language Laboratories, 1962.

Project R.E.A.D.-Adult Basic Education Program Detroit- 1963 to present. Teacher's Workshops, Consultant to Recordings Committee

Peace Corps Training Program for Iran, 1964. Methods of Teaching English

I.I.E. Shipboard Language and Culture Programs for Americans going to the Orient and for Japanese students en route to U.S. colleges, 1963.

Directed and Demonstrated in a Videotaped Demonstration Series of English classes in Japan for use in teacher training at various Japanese colleges and universities, 1963.

(Zuck Vita-Continued)

Consultant in Reading-Preconvention Workshop TESOL, 1969.

Memberships and Interest Groups

International Reading Association (IRA) Psycholinguistics Group

Linguistic Society of America (LSA)

Teachers of English to Speakers of Other Languages (TESOL)

Seminar in Applied Linguistics and Education (SALE)

Modern Language Association

American Council of Teachers of Foreign Languages (ACTFL)

Publiciations

"Communicative Urgency: Developing Responsibility in the Second Language Reader" TESOL convention, 1969.

"The Imprecision of Reading Comprehension" NAFSA, 1969.

"The Role of Expectation in Foreign Language Teacher Training" (concerns the use of videotapes in teacher training) TESOL convention, 1970.

VITA Louis V. Zuck , Visiting Faculty

Education

B.A.	Gannon College, major: English 1957
M.A.	University of Michigan, major: Linguistic 1958
Ph.D.	University of Michigan, major: Linguistic 1966

Experience

Teaching Fellow, University of Michigan, 1957-62.

Chairman of the Editorial Board of Language Learning: A Journal of Applied Linguistics 1962.

Instructor of Linguistics, University of Montana, 1962-62.

Coordinator of English, Senegal Peace Corps Project, Berea College, Kentucky, summer 1963.

Instructor, University of Michigan, 1964-66.

Instructor of Linguistics, Iran Peace Corps Project, University of Michigan, 1964.

Assistant Professor of Linguistics, University of Michigan-Dearborn 1966-71

Member of the Standing Committee-L S & A (the governing body of the school) University of Michigan-Dearborn, 1970-

Courses taught: Freshman English, Anglo-Saxon, History of English, American English, Modern English Grammar, English Phonetics and Phonemics, English as a Foreign Language, Methods of Teaching English as a Foreign Language, Modern European Literature, Middle English, Nonstandard Dialects, Introduction to the Study of English

Consultant, Detroit Public Schools, Division of Adult Basic Education

Memberships

International Reading Association

Linguistic Society of America

Teachers of English to Speakers of Other Languages

Seminar in Applied Linguistics and Education

(Zuck Vita-Continued)

National Council of Teachers of English

Michigan Council of Teachers of English

American Association of University Professor

American Dialect Society

Bibliography

"The Teaching of Syllabification in the Elementary School" Article published by the Society of Education, University of Michigan-Dearborn 1970.

"Language Attitude Questionnaire" A questionnaire used by the Macmillan Co. for teacher workshops.

"Social Class and Regional Dialects: Their Relationship to Reading" (with Yetta Goodman) An annotated bibliography to be published by the International Reading Association 1971.

READ (a series of six books for adult beginning readers) Detroit Public Schools, Division of Adult Basic Education, 1971.

The Syntax of the Parker Manuscript of the Anglo-Saxon Chronicle (a book, publication arrangements are being worked out with Mouton & Co., The Hague)

"The Syntax of Anglo-Saxon" Paper delivered to the Research Club in Language Learning, University of Michigan.

"Approaches to the Teaching of Reading to Adults" Paper presented to the faculty of the Division of Adult Basic Education, Detroit Public Schools.

VITA Walter W. Zwirner, Project Evaluator

Associate Professor, University of Calgary

Education

B.A.	University of Saskatchewan, Saskatoon, Math (1957)
M.A.	University of Saskatchewan, Saskatoon (1961)
M.S.	Stanford University, Statistics (1963)
Ph.D.	Stanford University (1970)

Major Field: Mathematical Models in Education and Psychology

Graduate Student Assistantships

University of Saskatchewan: 1959-60
Stanford University: 1961-63, 1964-67

Professional Experience

Statistician: Texaxo Exploration Company, Calgary, 1957-58
Instructor: University of Saskatchewan, 1960-61
Statistician: School Math. Study Group, 1963-64
Assistant Professor: University of Calgary, 1967-69
Associate Professor: University of Calgary, present

Member, Evaluation Seminar at the University of Illinois under the direction of Dr. L. Cronbach, 1963.

Professional Society Affiliation

Institute of Mathematical Statistics
American Statistical Association
Biometric Society
Gesellschaft fur Psychologie
Gesellschaft der Programierten Instruktion

Publications and Papers

D.W. McKerracher, W.Zwirner and R.C. Harshman. Personality and Attainment: A Pilot Study. The Western Psychologist, 1970, 1,2.

L.S. Cahen, T.A. Romberg, and W. Zwirner. The Estimation of Mean Achievement Scores for Schools by the Hern Sampling Technique. Educational and Psychological Measurement, 1970, 30, 41-60.

W.W.Zwirner. The Procustes Model in Factor Analysis: Evaluation of Two Alternative Criteria. Unpublished Dissertation, 1970.

W.W. Zwirner, P. McGinley and L.A. Hamerlynck. Multivariate Generalizability for Observation of Classroom Behavior. In Press.

VITA Israel Beard, Consultant

Education

B.A. Lane College-Jackson Tennessee, History August, 1958

University of Wisconsin-Milwaukee - Eighteen Hours teaching the mental retarded

University of Missouri, Kansas, City - Adult Basic Education: Reading Institute 1970.

Work Experiences

State Vocational Training School - Pikesville, Tennessee, Counselor Nov. 1958-May 1959.
Stigall High School - Humboldt, Tennessee, Teacher July 1959- May 1961.
Story School - Milwaukee, Wisconsin, Teacher Sept. 1961-Jan. 1968.
Milwaukee Urban League, Job Development and Placement Specialist Summer 1965
OIC, Milwaukee, Wisconsin, Director of Education Services, Jan. 1968-June 1968

Milwaukee Area Technical College - Milwaukee, Wisconsin, Teacher 1968-present.

Professional Societies

President Kappa Alpha Psi, Fraternity,

Vice-president Frontiers International

Member Toastmaster Clubs of America

Member A.A.U.P.

Awards

W.E.Jackson Award, most outstanding student in History Department Undergraduate School.

Frontiets Award for internal Service.

VITA Gordon F. Burgess, M.D., Consultant

Education

Pre-Medical: Dartmouth College; Hanover, New Hampshire 1942 2 AB

Medical: Marquette University, School of Medicine; Milwaukee, Wisconsin. 1950 MD

Intern: National Naval Medical Center, Bethesda; Rotating 1950-51

Residence: Lutheran Hospital, Milwaukee. Obstetrics and Gynecology; 1951-1954

Affiliations

Hospital: Columbia Hospital, Milwaukee; Lutheran Hospital, Milwaukee; Obstetrics-Gynecology attending 1954 to present
Columbia Hospital, Milwaukee; Obstetrics-Gynecology; Chairman Dept. 1968 to present.

Hospital Committee Affiliations: Columbia Hospital, Milwaukee: Board of Governors 1968 to present; Medical Council 1968 to present; Medical Education 1960 to present; Inter-Professional Comm. 1964 to present
Lutheran Hospital, Milwaukee; Medical-Education 1960-1964
Lutheran Hospital, Milwaukee; Tissue Committee 1969-1970

Teaching Appointments

Marquette University, School of Medicine, Milwaukee; Clinical Obstetrics Instructor 1955-1964
Milwaukee County General Hospital, Obstetrics Instructor 1955-1964

Consultantships

Birth Defect Treatment Program, Children's Hospital, Milwaukee 1969 to present
Underground Switchboard, Milwaukee, 1970 to present
Adult Basic Education Program, University of Wisconsin-Milwaukee, 1971

Teaching

Intern and Resident Teaching: Columbia Hospital 1956-1960
Nurses Lectures: Columbia Hospital, Obstetrics-Gynecology 1956 to present
Chairman: Extern and Intern Obstetrics-Gynecology teaching program: Columbia Hospital, 1968 to present

(Burgess Vita-Continues)

Medical Society Membership

American Board Obstetrics-Gynecology
American College Obstetrics-Gynecology
Milwaukee Gynecology Society
Wisconsin Obstetrics-Gynecology Society
Alpha Omega Alpha: National Medical Honor Society

Papers

Quick, A., Murat, L., Burgess, G. F., and Hussey, C. Prothrombin in the Newborn. Journal of Surgery, Gynecology and Obstetrics. 95 (January, 1952) 671-676.

Analysis of Three Years of Pap Smear: presented at Milwaukee Hospital spring meeting 1953.

Cowan, E., Cron, R., Burgess, G. F., and Karioris, F. Transport of Radioactive Colloidal Gold between Serous Cavities. Journal of Surgery, Gynecology and Obstetrics. 69 (June, 1954) 312-319.

Burgess, G. F., and Shutter, H. W. Malignancy Originating in ovarian Dermoids. Obstetrics and Gynecology. 4 (November, 1954) 567-571.

Hofmeister, F. J. and Burgess, G. F. Labor in Young and Old Primiparas. Obstetrics and Gynecology. 6 (August, 1955) 162-168.

Hilus Cell Tumor of the Ovary Associated with Carcinoma of the Breast. Manuscript to be published.

Adeno-carcinoma of the Ovary in the Twenty-two Year Old Pregnant Female: A Case Report. Manuscript in preparation.

VITA P. Frederick DelliQuadri, Dean

Education

Central High School, Pueblo, Colorado. Graduated in June, 1934; commencement speaker, winner of four-year scholarship to University of Colorado, participated in sports and debating activities.

University of Colorado, Boulder, Colorado. Graduated in June, 1938; B.A. Degree, Cum Laude; elected to Phi Beta Kappa (National Scholastic Honorary); Pi Gamma Mu (Social Science Honorary); Kappa Delta Pi, (Educational Honorary); Alpha Kappa Delta (Sociology Honorary).

University of Nebraska, Lincoln, Nebraska. Recipient of Edith and Grace Abbott Assistantship and Scholarship. Received Master of Science Degree in Social Work, August, 1941 (two-year course). Thesis: "History of the Lincoln Social Welfare Society," 232pp. Was published by the Lincoln Council of Social Agencies.

U.S. Naval Officers' Training School, Dartmouth College, Hanover, N.H., September 1942-December 1942.

Work Experience

Dean, University of Wisconsin-Milwaukee, School of Social Welfare, July 1, 1969 to present.

Consultant to Commission of Social Security, March 1 to July 1, 1969.

Chief of Children's Bureau, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, June 1968 to March 1, 1969.

Dean, University of Hawaii, School of Social Work, August 1967 to June, 1968.

Dean, Columbia University School of Social Work, January 1960-August 1967.

Director, Division for Children and Youth, May 1950-January 1960, Wisconsin Department of Public Welfare, Madison, Wisconsin and during this period served as:

a) United Nations Social Welfare Adviser to El Salvador, Summer 1959.
b) Lecturer, University of Wisconsin, School of Social Work, 1955-1960.

Superintendent, Division of Child Welfare, Illinois Department of Public Welfare, Springfield, Illinois, February 1948-May 1950.

(DelliQuadri Vita-Continued)

Supervisor of Children's Services, Wyoming State Department of Public Welfare, Cheyenne, Wyoming, January 1946-Feb. 1948.

Military Leave-Lieutenant, U.S. Naval Reserve 3-1/2 years-September 1942-January 1946.

Senior Children's Worker, Yakima County Department of Public Welfare, Yakima, Washington, 1941-42.

Graduate Assistant, University of Nebraska, Graduate School of Social Work, October 1940-June 1941. Part-time employment. Supervision of field work students on field trips. Lincoln, Nebraska.

Researcher for Brookings Institute. Under auspices of University of Nebraska Graduate School of Social Work. Made study of the Public Welfare programs in the state of Nebraska. August-October, 1940.

State Certification Officer for WPA, Cheyenne, Wyoming, 1938-1939.

Committee Memberships

International Agencies

United States Representative to Executive Board of UNICEF, 1961-1969
    Chief delegate to UNICEF Conference, Bangkok, Thailand, 1964.
    Chief delegate to UNICEF Conference, Addia Ababa, Ethiopia, 1966.
United States Delegate to Inter-American Children's Institute, 1958-1961.
    Vice-President, 1960-61.
    Co-Chairman of U.S. delegation to Pan American Child Congress, December, 1959.
Chairman, Study team for Columbia University of Columbia South America, 1959.
International Council of Social Work.
International Association of Schools of Social Work.

National Agencies

American Public Welfare Association:
    Chairman, Self-Study Committee, 1965
    Member, Executive Committee, 1956-57
    Member, Welfare Policy Committee, 1954-56
    Member, Board of Directors, 1955-57; 1952-53
    Chairman, Membership Committee, 1952-53
    Vice-Chairman, Committee to Study Aid to Dependent Children 1950-52
    Chairman National Program Committee, 1949
    Member, Committee on Services to Children, 1947-60, Chairman, 1952

Council on Social Work Education:
- Member, Committee on International Education, 1967 to date
- Chairman, National Commission on Social Work Careers, 1962-66
- National Chairman, Committee on Careers, 1960-62
- Member, National Accreditation Committee, 1956-58

National Association of Social Workers:
- Chairman of South Central Wisconsin Chapter, 1957-58
- Member of National Social Policy Committee, 1956-59
- Member of National Nominating Committee, 1952-55; Chairman, 1955

Child Welfare League of America:
- Member of Public and Voluntary Agency Committee, 1955-57
- Member of National Adoptions Committee, 1954-55
- Chairman, Mid-West Regional Conference, 1951
- Membership Committee, 1949-55

National Conference of Social Work:
- Program Committee, 1961-
- Vice-President, 1960-61
- Chairman, Social Welfare Program Committee, 1954-55

Government Agencies

Chairman, Training Grant Review Panel for Federal Training Grants in Juvenile Delinquency, 1962-68
Advisory Committee of Deans to Department of Health, Education, and Welfare, 1962-67
Ad Hoc Committee on Public Welfare to HEW, 1961-62
Member, National Advisory Council on Child Welfare, 1958-59
Member of National Advisory Committee to United States Children's Bureau, 1960
Member of the Technical Advisory Committee on Personnel for the U.S. Children's Bureau and Bureau of Public Assistance, 1949-51
Member of Technical Fact-Finding Committee of White House Conference on Children and Youth, Washington, D.C. 1949-50
Member, Advisory Council of Certified Social Workers, New York State, 1966-67
Chairman, New York Advisory Welfare Study Committee, 1965-66
Member, Commissioner's Advisory Council on Charities Registration, New York State, 1966-67
Member, New York State Joint Legislative Committee on Child Care (Chairman of Advisory Group), 1965-66

Miscellaneous

Member, National Committee for Immigration Reform, 1965
Member, National Social Welfare Assembly Executive Committee, 1962-67
Board of Directors, American Council for Nationalities Service, 1961-67
Member, Citizens' Committee for Children of New York City, 1960-67
Board of Directors, National Travelers' Aid Association, 1961-65

Member, National Advisory Committee of AFL-CIO Communities' Service Committee, 1961-
Mayor's Advisory Council on Public Welfare in New York City, 1960-67
American Humane Society, Advisory Committee, Children's Divsiion, 1960 to date
Secretary to the State Committee on Children and Youth for States of Wyoming, Illinois and Wisconsin
Vice-Chairman, Mobilization for Youth, 1962-65
Member, Board of Columbia University Press, 1962-66
Member Morningside Renewal Council, University Representative Columbia University, 1962
Board member, Manhattanville Community Centers, 1962-67
Member, Committee of Judges, Louis I. Bublin Public Service Award (Institute of Life Insurance), 1961-67
Member of Advisory Committee, Center for New York City Affairs, New School for Social Research, 1965-67
Member, Committee on Second Regional Plan (New York, New Jersey, Connecticut), 1966
Task Force on Leisure, National Council of Churches of Christ in U.S.A., 1965
Chairman, Wyoming Nutrition Committee, 1946-47

Awards and Prizes

The Corwin First Place Medal for Outstanding Oratory, 1934
University of Colorado Four-Year Scholarship Award, 1934-38
Edith and Grace Abbott Scholarship Award for Graduate Social Work Study, 1938-39
Wisconsin Parent-Teachers Association Lifetime Membership Award for outstanding service on legislative matters pertaining to children and youth, 1959
National Association of Social Workers Award for outstanding service to the Social Work profession, 1960
AFL-CIO Community Services Award, 1965
Award from the United States Department of Health, Education, and Welfare for distinguished service as Chairman of the Federal Panel on Delinquency, 1967
Citation for outstanding contribution to the Merit Students Encyclopedia

Listed in Who's Who in America

FONEME International Prize, 1968 (Institution for Studies and Research in Human Formation from adolescence to maturity) conferred in Milan, Italy on May 12, 1968. Prize consists of gold medal, parchment scroll and 3,000,000 lire.

Distinguished Alumni Award for outstanding service to Humanity, University of Colorado, Boulder, Colorado, June 1969

Publications

Fifty Years of Social Work, A History of the Social Welfare Society, Lincoln, Nebraska, 1942, 232 pp. Thesis for the degree of Master of Science in Social Work. Published by the Council of Social Agencies, Lincoln, Nebraska.

"Wyoming, a Place in the Sun," article published in Public Welfare Magazine, 1947.

"Broadening Concept of Child Welfare," speech and article in Public Welfare Magazine, November 1950.

"The Mid-Century White House Conference on Children and Youth," article in Public Welfare Magazine, February 1951.

Public Welfare Services, Seattle and King County, Washington: A Report to the Family and Children's Study Committee, Seattle-King County Council of Social Agencies, 50 pp. published by the Council of Social Agencies of Seattle, March 1950.

Evaluation of the Oklahoma Department of Public Welfare's Services for Children and Youth, 50pp. Published by the Oklahoma Department of Public Welfare, September 1954.

"Problems of Community Agencies in Serving the Unmarried Mother: How Public Departmental Policy Developed to Serve this Group," speech at National Conference of Social Welfare, and published in the Wisconsin Welfare Bulletin, November 1955.

"Public Welfare's Responsibility in the Prevention and Treatment of Juvenile Delinquency," speech and article published in Public Welfare News of North Carolina, June 1956.

"Scientific Authority for Delinquency Prevention," California Youth Authority Bulletin, Winter, 1956.

"Public and Private Services--a Partnership," speech and article in Minnesota Welfare Bulletin, April 1955.

"Child Welfare," Social Work Year Book for 1957, 12 pp.

"New Ways of Looking at Community Organization for Child Welfare," National Conference of Social Welfare, 1957.

"Our Children--Good and Bad," speech and article published in Madison, Wisconsin newspapers and Community Welfare Council Bulletin, May 1958.

(DelliQuadri Vita-Continued)

Preventive and Protective Services to Children, a Responsibility of the Public Welfare Agency, American Public Welfare Association, 44pp., July 1958. This was a special Institute and Report by Miss Bess Craig of the U.S. Children's Bureau and Fred DelliQuadri.

Study and Evaluation of Services to Children and Families in El Salvador, Central America. Report was the result of three months mission for United Nations in summer of 1959.

"Social Work Education: Man's Concern for his Fellow Men," Community, 37:86-88, July-August 1962.

"Children and World Development," May 1963. A series of speeches on the role of UNICEF in working with children, mineographed.

Federal, State and Local Levels: The Facts of Authority and Responsibility, Michigan Welfare League, November 29, 1962. Monograph.

Editor of Helping the Family in Urban Society, New York: Columbia University Press. 1963.

"How Should Public and Private Agencies Relate in the Development of a Coordinated Pattern of Services?," in Charles P. Cella and Rodney P. Lane, eds., Basic Issues in Coordinating Family and Child Welfare Programs, Philadelphia: University of Pennsylvania Press,pp. 78-94, 1964.

"The New Block (or Bottleneck) to Recruitment," Social Work Education, Dec. 1964-January 1965.

"The Social Worker's Role in Community Action, Public Welfare News (quarterly journal of the North Carolina State Board of Public Welfare), March 1965.

"Recruiting--a 1965 Priority," Public Welfare,July 1965.

Foreword to Public Relations in Health and Welfare, ed. bY Frances Schmidt and Harold N. Weiner, New York: Columbia University Press, 1966.

VITA Robert L. Politzer, Consultant

Education

B.A.	Washington University, St. Louis, 1941
M.A.	Washington University, St. Louis, 1942
Ph.D.	Cloumbia University, 1947
D.S.Sc.	New School for Social Research, 1949

Books and Monographs

A Study of the Language of Eighth Century Lombardic Documents, (New York: 1949), pp. x 170.

Romance Trends in Seventh and Eighth Century Latin Documents, (with F.N. Politzer), (Chapel Hill: University of North Carolina Studies in Romance Languages), 1953, pp. viii-68.

Getting Along in German (with Mario Pei), (New York: Harper Brothers), pp. 226, 1957.

Active Review of French, Selected Patterns, Vocabulary and Pronunciation Problems for Speakers of English, (Ann Arbor: Edwards Letter Shop), 1958, pp. xxiv 238.

L'Echelle, Structures essentielles du framcasis, (with M.P. Hagiwara), (Waltham, Mass.: Blaisdell Publishing Co), 1966, pp. xxiii 480.

Teaching French: An Introduction to Applied Linguistics, (Boston: Ginn and Company), 1960, pp.140.

Teaching French: An Introduction to Applied Linguistics, 2nd Edition, (New York: Blaisdell Publishing Co.), 1965, pp.viii 181.

Laboratory Work Book to be Used in Conjunction with the Active Review of French, (Ann Arbor: Edwards Letter Shop), 1960, pp. 166, (with M.P. Hagiwara).

Teaching Spanish, A Linguistic Orientation, (with Charles N. Stauback), (Boston: Ginn and Co.), 1961, pp. 136.

Teaching Spanish, A Linguistic Orientation, 2nd Edition, (with Charles N. Staubach), (New York: Blaisdell Publishing Co.), 1965, pp. viii 198.

Reading French Fluently: A Structural Approach to French, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.), 1965, pp. vii 230.

Reading French Fluently: A Structural Approach to French, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.), 1965, pp.vii 230.

Foreign Language Learning: A Linguistic Introduction, (Englewood Cliffs, New Jersey: Prentice Hall, Inc.), 1965, pp. ix 155.

La France: une tapisserie (with A. Abel, et al.), (New York: McGraw-Hill Co.), 1965, pp.x 406.

3/2/1/: Trois Contes, Deux Essais, Une Comedie,(Englewood Cliffs, New Jersey: Prentice-Hall, Inc.), 1966, pp.x 294.

(Politzer Vita-Continued)

Programmed Dictionary (for Masterpieces of French Literature), (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.), 1966, pp.vi 83.

Performance Criteria for Foreign Language Teachers, Stanford Center for Research Development and Teaching, Technical Report 1A, pp. iv 58.

Practice Centered Teacher Training: French, Stanford Center for Research and Development in Teaching, Technical Report No.1, 1966, pp. iv 188.

Le Francais: Langue ecrite et langue parlée - A Grammar of Contemporary French, (New York: McGraw-Hill Co.), 1967, pp. viii 376.

Practice Centered Teacher Training: Spanish, Stanford Center for Research and Development in Teaching, Technical Report No. 2, 1967, pp. ix 238, (with Diana E. Bartley).

Continuons à parler: A Workbook, (with M.P. Hagiwara), (Waltham, Massachusetts: Blaisdell Publishing Co.), 1967, pp. xii 257.

A Survey and Investigation of Foreign Language Instruction Under Conditions of Flexible Scheduling, Final Report, (with Dwight W. Allen), Contract No OE 14-026, U.S. Office of Education (mimeographed), September, 1966, pp. 37.

An Investigation of the Order of Presentation of Foreign Language Grammar Drills in Relation to Their Explanation, Final Report, Contract no. OE 6-14-025, U.S. Office of Education, September, 1967 pp.61.

Teaching German, (Waltham, Mass.: Blaisdell Publishing Co.), 1968, pp. viii 178.

Beitrag zur Phonologie der Nonsberger Mundart, Romanica Aenipontana VI(Innsbruck, Bregenz: Eugen-Russ-Verlag), 1967, pp. 78.

La France: ses grandes heures litteraires, (New York: McGraw-Hill Book Co.), 1968, pp. 4/4 (With A. Maman et al).

Teaching English (as a Second Language),(with Frieda N. Politzer), (Waltham, Mass.: Blaisdell Publishing Co.), 1969.

Speaking German, (Englewood Cliffs, New Jersey: Prentice-Hall), 1969.

Reading German Fluently, (Englewood Cliffs, New Jersey: Prentice-Hall), 1969.

Some Behaviors and Characteristics of Successful Foreign Language Teachers, (with L. Weiss), Stanford University, Center for Research and Development in Teaching, Technical Report No. 3, 1969.

Articles

"Final-s in the Romania", Romanic Review, XXXVII, 1947, pp. 159-166.

"One the Emergence of Romance from Latin", Word, Vol. V, 1949, pp. 126-130.

"Far fare qualche cosa", Word, Vol. V, 1949, pp. 258-261.

"A New Look at Applied Linguistics", Proceedings, First Pacific North-West Conference of Foreign Language Teachers, 1950, pp. 66-71.

"Vulgar Latin -es > Italian -i". Italica, Vol XXVIII,1959, pp. 1-5.

"Another Note on Gorgia Toscana", Italica, Vol XXVIII, 1959, pp. 197-201.

"On the Origin of the Romance Declensional System", Modern Language Notes, Vol. LXVI, 1951, pp. 145-151.

"The Phonemic Interpretation of Late Latin Orthography", Language, Vol. XXVI, 1951, pp. 151-154.

"On the Chronology of the Simplification of Geminates in Northern France", Modern Language Notes, Vol. LXVI, 1951, pp. 527-531.

"Applied Linguistics as Method and Aim", Proceedings, Second Pacific Northwest Conference of Foreign Language Teachers, 1951, pp. 42-44.

"Linguistics and the Elementary Language Course", Modern Language Notes, Vol. XXXV, 1951, pp. 314-318

"Elementary Language, Skill or Subject?", Hispania, Vol. XXXIV, 1951, pp. 382-384.

"Free Tonic Closed e in the Oaths of Strasbourg", Romance Philology, Vol. V, 1952, pp. 318-320.

"On the Origin of the Italian Plurals", Romanic Review, Vol. XLIII, 1952, pp. 272-281.

"On the Romance Third Person Possessives", Word. Vol VIII, 1952,pp. 65-71.

"A Note on the Late Latin Genitives", Philological Quarterly, Vol. XXXI, 1952, pp. 417-423.

"On b and v in Latin and Romance", Word, Vol VIII, 1952, pp. 211-216.

"A New Course: Vital Ideas in French Literature" (with A.C.Keller), French Review, Vol. XXV, 1952, pp. 376-380.

"On the Sardinian and Rumanian Treatment of Latin qua and qua", Modern Language Notes, Vol. LXVIII, 1953, pp. 487-489.

"On a Linguistic Classification of Teaching Methods", Modern Language Journal, Vol. XXXVII, 1953, pp. 331-334.

"Pedagogical Training for our Ph.D's", French Review,Vol. XXVI, 1953, pp. 136-139.

"On the Development of Latin Stops in Aragonese", Word, Vol. X, 1954, pp. 60-65.

"On the Development of Latin _ll_ to _dd_ in Romance", _Modern Language Notes_, Vol LXIX, 1954, pp. 325-331.

"On the Central Italian Development _rv_ > _rb_", _Italica_, Vol. XXX, 1954, pp. 93-98.

"The Autodidactic Approach", _Hispania_, Vol. XXXVII, 1954, pp. 214-216.

"Student Motivation and Interest in Elementary Language Courses," _Language Learning_, Vol. V, 1953-54, pp. 15-22.

"Phonetics, Phonemics and Pronunciation Theory", _Georgetown University Monograph Series on Linguistics and Language Teaching_, Vol. VI, 1954, pp. 19-27.

"Developing Cultural Understanding through Foreign Language Study", _Georgetown University Monograph Series on Linguistics and Language Teaching_, Vol. VII, 1954, pp. 94-105.

"A Note on the North Italian Voicing of Intervocalic Stops",_Word_, Vol. XL, 1955, pp. 416-420.

"Rousseau on the Theatre and the Actors", _Romanic Review_, Vol. XLVI, 1955, pp. 250-258.

"Latin Lenition and Italian Consonants", _General Linguistics_, Vol. I, 1955, pp. 70-78.

"A Brief Classification of the Limits of Translatability", _Modern Language Journal_, Vol. XL. 1956, pp. 319-323.

"Rousseau on Language Education", _Modern Language Forum_, Vol. XLI, 1956, pp. 23-34.

"A detail in Rousseau's Thought: Language and Perfectibility", _Modern Language Notes_, Vol. LXXII, 1957, pp. 42-47.

"Some Syntactical Factors in the Development of the Romance Single Case", _General Linguistics_, Vol. III, 1957, pp. 30-36.

"Masculine and Neuter in South Central Italian , _Word_, Vol. XIII, 1957, pp. 441-447.

"On the Fall of Latin Intervocalic _b_ in Rumanian, and Related Phenomena", _Acta Linguistica_, Vol. VIII, 1960, pp. 32-39.

"Italian Unvoicing of the Latin Voiced Stops", _Miscelánea homenaje a A. Martinet_, Vol. XLII, 1958, pp. 200-211; Canarias.

(Politzer Vita-Contunied)

"On the Relation of Linguistics to Language Teaching", Modern Language Journal, Vol. XLII, 1958, pp. 65-

"On the History of the Third Person Ending in Italian", Italica, Vol. XXXV, 1958, pp. 192-197.

On Late Latin Word Order", Symposium, Vol. XII, 1958, pp. 178-182.

"Some Reflections on the Foreign Language Problem", Comparative Literature Newsletter, Vol. XI, 1958, pp. 1-7.

"Some Reflections on the Use of the Native Language in Elementary Language Learning", Language Learning, Vol. VIII, 1958, pp. 49-56.

"A Note on the Distribution of Prothesis in Late Latin", Modern Language Notes, Vol. LXXIV, 1959, pp. 31-37.

"Assiduity and Achievement", Modern Language Journal, Vol. XLIV,1960, pp. 14-17.

"On the Linguistic Philosophy of Maupertuis and its Relation to the History of Linguistic Relativism", Symposium, Vol. XVII, 1963, pp.5-16.

"On Some Eighteenth Century Sources of Linguistic Relativism", Festschrift fur Alwin Kuhn, Innsbruck, 1963, pp. 25-33.

"Auditory Discrimination of French Vowel Sounds by Speakers of English", Journal of the Canadian Linguistic Association, Vol. VI, 1961, pp. 31-44.

"On the Impact of Structuralism on Historical Romance Phonology", General Linguistics, Vol. V. 1961, pp. 58-71.

"On Some 'Neutralizations' of the Active/Passive Contrast in Late Latin and Romance", Romance Notes, Vol. III, 1961, pp. 1-7.

"On the Interpretation of Correctness in Late Latin Texts", Language: Vol. XXXVII, 1961, pp. 304-314.

"On Synonymic Repetition in Late Latin and Romance", Language, Vol. XXXVII, 1961, pp. 484-487.

"Die ladinische Mundart des Nonsbergs im neuen Vlickwinkel der Phonologie", Berichte der Innsbrucker Gesellschaft zur Pflege der Geistewissenschaften, 1963.

"Some Reflections on Pattern Practice", Modern Language Journal, Vol. XLVIII, 1964, pp. 24-29.

"The Impact of Linguistics on Language Teaching, Past, Present and Future", Modern Language Journal, Vol. XLVIII, 1964, pp. 146-151.

"The Foreign Language Curriculum: Background and Problems", Journal of Secondary Education, Vol. XXXX, 1965,pp. 156-164.

(Politzer Vita-Continued)

"The Macro and Micro Structure of the Foreign Language Curriculum", Modern Language Journal,Vol. XLIX, 1965, pp. 99-102.

"The Effective Use of the Structure Drill", French Review, Vol. XXXVIII, 1965, pp. 674-680.

"The Foreign Language Curriculum and its Shifting Foundations", School and Society, Vol. 93, 1965, pp. 249-252.

"Pattern Practice for Reading", Language Learning, Vol. XIV, 1964, pp. 127-135.

"A Linguistic Teaching Method" in S.T.Levenson and W. Kendrick's Readings in Foreign Languages for the Elementary School, (Waltham, Mass.: Blaisdell Publishing Co.), 1967, pp. 242-251.

"Flexible Scheduling and the Foreign Language Curriculum", Bulletin of the Department of Foreign Language, NEA, Vol. VII, No. 1, 1967, pp. 6-8.

"The Foreign Language Curriculum", in Frank L. Steeves' The Subjects in the Curriculum, (New York: Odyssey Press), 1968, pp. 263-268.

"Some Reflections on Transfer of Training in Foreign Language Learning", IRAL, Vol. III, 1965, pp. 175-177.

"The Eternal Dilemmas". Florida Foreign Language Reporter, Vol Iv, no. 2, 1966, pp. 11-14.

"Training Foreign Language Teachers and Research in Language Teaching at Stanford University", The Linguistic Reporter, Vol.VIII, 1966, pp. 3-4.

"Toward a Practice-Centered Program for the Training and Evaluation of Foreign Language Teachers", Modern Language Journal, Vol. L, 1966, pp 251-255.

"Zur sprachwissenschaftplichen Einteilung der "Ubersetzungsprobleme", Lebende Sprachen, Vol. XI, 1966, pp. 33-34.

"Putting Linguistics to Work in the Classroom", The Language Federation Bulletin, Vol. XVIII, 1967, No. 4, pp. 5-9.

"Some Psychological Aspects of Language Learning", in G.E.Wilson and Th. J.O'Hare's Teaching English, (Cairo: American University of Cariro Press), 1966, pp. 13-25.

(Politzer Vita-Continued)

"The New Key and the Old and the New Linguistics", The Florida Foreign Language Reporter, Vol. VI, No. 1, 1968, pp. 7-30.

"An Experiment in the Presentation of Parallel and Contrasting Structures", Language Learning, Vol. XVIII, 1968, pp. 7-30.

"Two Schools of Linguistics and Foreign Language Teaching", Modern Language Journal, Vol.LII, 1968, pp. 211-213.

"Linguistics and Motivation", Dimension: Language 68, Proceedings of the Fourth Southern Conference on Language Teaching,pp. 19-31.

"The Role and Place of the Explanation in the Pattern Drill", IRAL, Vol. VI, 1968.

"Toward Psycholinguistic Models of Language Instruction", TESOL Quarterly, Vol. II, 1968, pp. 151-157.

"Microteaching in Teacher Training and Research, Hispania,

"Developmental Aspects of Auditory Discrimination", Festschrift

"Developmental Aspects of Aduitory Discrimination, Prounciation and Recall", (with L. Weiss), Modern Language Journal,

"Causality and prediction in the diachronic phonemics of Val di Non", Festschrift for A. Martinet.

Reviews

"A. Martinet, La prononciation du francais contemporain", Word, Vol. V, 1949, pp. 83-87.

"A. G. Haudricourt et A. G. Juilland, Essai pour une histoire structurale du phonetisme francais", Word, Vol. VI, 1950, pp. 250-254.

"M. B. Ellis, Julie or La Nouvelle Heloise", Modern Language Quarterly, Vol. XII, 1951, pp. 247-250.

"Walther von Wartburg, Die Ausglicderung der romanischen Sprachraume," Romanic Review, Vol. XLII, 1951, pp. 230-235.

"Alwin Kuhn, Die romanischen Sprachen", Romanic Review, Vol. XLIII, 1952, pp. 149-152.

"E.R. Curtius, Europaische Literatur und Lateinisches Mittelalter", Comparative Literature, Vol.V, 1953, pp. 171-176.

"G. Rohlfs, An den Quellen der romanischen Sprachen", Romanic Review, Vol. XLIV, 1953, pp. 528-530.

(Politzer Vita- Continued)

"E. G. Banta, Abweichende Spat - und Vulgarlateinische Perfektbildung", Language, Vol. XXIX, 1953, pp. 528-530.

"Mélanges de philologie romane offert, A.M. Larl Michaëlson", Word, Vol. XI, 1955, pp. 151-154.

"Recueil Max Niedermann", Language, XXX, 1955, pp. 561-563.

"P.F. Flukiger, Die Ausdrücke für die Kornreinigung in Mittel-und Süd-Italien", Romanic Review, Vol. XLII, 1956.

Ulla Westerberg, Chronicon Salernitatum", Word, Vol. XIII, 1957, pp. 170-172.

"Moritz Regula, Historische Grammatik des Französischen, Band II, Formenlehre", Language, Vol. XXXIII, 1957, pp. 222-223.

"H. Lausberg, Romanische Sprachwissenschaft", Romanic Review, Vol. XLVIII, 1958, pp. 74-77.

"Pietro Jacopo de Jennaro, Rime e Lettere, a cura di Maria Corti", Italica, Vol XXXIII, 1958, pp. 147 -149.

"A. Martinet, La Description phonologique", Modern Language Notes, Vol. LXXIII, 1958, pp. 74-77.

"Robert Ruegg, Zur Wortgeographie der italienischen Umgangssprache", Romanic Review, Vol. XLIX, 1958, pp. 153-155.

"Bengt Hasselrot, Etudes sur la formation dimandtive dans les langues romanes", Language, Vol. XXXV, 1959, pp. 332-335.

"B. Terracini, Pagine ed Appunti di Linguistica Storica", Italica, Vol. XXXIII, 1959, pp. 147-149.

"Les Empereors de Rome par Calendre, edite par Galia Millard", Michigan Alumni Quarterly.

"Dostert, Leon, Francais, Premier Cours", French Review, Vol. XXXII, 1959, pp. 590-591.

"Harald Weinrich, Phonologische Studien zur romanischen Sprachgeschichte", Language, Vol. XXXV, 1959, pp. 666-669.

"Robert de Dardel, Le Parfait fort en Roman commun", Modern Language Notes, Vol. LXXV, 1960, 717-719.

"Moignet, Gerard, Essai sur le mode subjonctif", Language, Vol. XXXVII, 1961, pp. 139-142.

"Academie de la republique populaire Roumaine, Recuil d'Etudes Romanes", Language, Vol. XXXVII, 1961, pp. 135-139.

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"P. Ambros Widmer, *Das Personalpronomen im Bündnerromanischen*", *Modern Language Notes*, LXXV, 1961, pp. 540-541.

"Adreas Blinkenberg, *Le Problème de la Transivité en francais moderne*", *Language*, Vol. XXXVII, 1961. pp. 287-289.

"Paul Jmbs, *L'emploi des temps verb aux en francais moderne*", *Language*, Vol. XXXVII, 1961, pp. 284-287.

"R. Lévy, *Contribution a la lexicographie francaise seldon d'anciens textes d'origine juive*", *Symposium*, Vol XVI, 1962, pp. 231-233.

"W. D. Elcock, *The Romance Languages*, *Romance Review*.

"L.J. Engles, *Observations sur le cvoeabulaire de Paul Diacte*". *Speculum*.

"Elie Cristo-Loveanu, *The Rumanian Language,* *Rumanic Review,* Vol. LVI, 1965, pp. 52-55.

"L. Kukenheim, *Esquisse historique de la linguistique francaise*", *Language*, Vol. XXXI, 1965, pp. 141-143.

"Roth; *Beitrage Zur Formenlehre von lat. esse im Romanischen*", *Language*, Vol. XXXIV, 1968, pp. 120-122.

VITA Hiasaura Rubenstein Consultant

Education

B.S. University of Wisconsin (Madison), 1965.

M.S.W. University of Pennsylvania, 1959, (Master's Degree in Social Work)

Ph.D. University of Chicago, School of Social Service Administration, 1970.

Professional Employment Experience

University of Wisconsin-Milwaukee, School of Social Welfare, Specialist, 1965-67.

Supervisor, Intensive Casework Division, Milwaukee County Department of Public Welfare, 1964-65.

Unit Supervisor, Milwaukee County Department of Public Welfare, 1962-64.

Social Worker, Royal Hospital for Sick Children, Edinburgh Scotland, 1960-61.

Social Worker, Childrens Aid Society of Pennsylvania, 1959-60.

Publications

Book Review: Families of the Slums by Salvador Minuchin, et.al. Social Service Review, XLIII (June, 1969), 220-221.

Professional Memberships

American Association of University Professors
American Public Welfare Association
Council on Social Work Education
National Association of Social Workers
National Conference on Social Welfare

Awards

Phi Beta Kappa, 1955

Teaching Fellow, University of Chicago, School of Social Service Administration, 1969-70.

VITA Isidro J. Villa, Consultant

Education

Dodge County Teacher's College. Mayville, Wisconsin
1951-52, 1954-55.

B.S. Wisconsin State University, Oshkosh. Oshkosh, Wisconsin
Major: Upper Elementary Education. 1955-62.

M.S. University of Wisconsin-Milwaukee. Milwaukee, Wisconsin
Degree in Education Administration.

Employment

Coordinator, Adult Basic Education Waukesha County Technical Institute
Jan. 1968-present.

Teacher (self contained classroom) Butler Elementary School, Butler, Wisconsin. Sept. 1962-Dec. 1967.

Teacher, Eighth Grade and Spanish Dousman Grade School, Dousman, Wisconsin. Sept. 1961-June, 1962.

Principal and Teacher, St. Augustine Grade School, Rt. 1, Hartford, Wisconsin. Sept. 1959-May 1961.

Teacher and Sports Coach, Sussex Elementary School, Susex, Wisconsin. Sept. 1955-June 1959.

Miscellaneous short-term employment as carpernter's helper, mason, seasonal agricultural worker during school vacation periods (migrant worker). Prior.

Memberships

Past Chairman of Advisory Committee to the Superintendent of Waukesha School System. (problems of Schools of the Spanish speakers)
Past Treasurer of Waukesha Council on Human Relations.
Past Post Cammander, Susex Veterans of Foreign Wars, Post 6377.
Past Commander, Waukesha County Council, Veterans of Foreign Wars.

VITA Delbert K. Clear, Triple-T Cooperating Faculty

Education

A.B. University of California, Berkeley, 1957 (American History and English)

M.A. Washington State University, Pullmen, Washington, 1962 (American History and Educational Administration)

Ph.D. Stanford University, 1968 (Educational Administration and organizational Studies)

Honors and Awards

Joseph Bonnheim Memorial Scholar, University of California, 1957
Honors at Graduation, University of California, 1957
Phi Alpha Theta, National History Honorary
Phi Delta Kappa, National Education Honorary
Administrative Internship Program, Stanford, 1965-66
Research Traineeship, Stanford, 1966-68

Professional Memberships

American Educational Research Association
Phi Delta Kappa
Organizational Theory Special Interest Group, A.E.R.A.

Experience

Military Intelligence - Teaching and Administration Positions
Research Trainee - Stanford University, 1966-68
Assistant Professor - University of Wisconsin-Milwaukee, 1968-present
Project Director - UWM-MPS Triple-T Project, 1969 to present

Publications

"Decentralization -- Issues and Comments, " The Clearing House, January, 1970.

Abstracted in Education Digest, May, 1970.

"The Principal and Instructional Supervision, "The Bulletin, Wisconsin Association of Secondary School Principals, Spring 1970.

"Supervision in an Educational Organization," The Institute of Staff Relations Journal, (New York University, Institutes for Staff Relations and Governance), Spring, 1970.

"Training Change Agents in the Public School Context," Research in Education, September, 1970 (ERIC Abstract).

"The Legitimacy of Administrative Influence as Perceived by Selected Groups," Educational Administration Quarterly, forthcomming (accepted by the review board, October, 1970).

(Clear Vita-Continued)

"Sources of Influence on Teachers -- Do Training Programs Make a Difference?" 1969 Annual Meeting of the Wisconsin Educational Research Association.

"Evaluation Milwaukee's Teacher Training Project," 1970 annual meeting of the W.E.R.A.

Symposia, Lectures, etc.

"Contemporary Trends" lecture, UWM College of Letters and Science, Spring, 1969.

"The Restive Student--Opportunities for Dialogue," UWM Extension In-Service Workshop, 1969.

"Organization of the School Day," Panel Participant, Wisconsin State Department of Education Fall Secondary Principals' Conference, 1969.

Addresses

"Current Meaning in Current Events," Cudahy High School., 1968.

"Triple-T -- What Can We Do?" Allen-Field School, Milwaukee, 1969.

"The School and the Community," Ninth Street School, Milwaukee, 1970.

Unpublished Professional Writing

"Something to Teach -- Something to Learn," Position Paper prepared for UWM-MPS Triple-T Project, 1970.

"Fish or Cut Bait!" Position Paper prepared for U.S.O.E., Bureau of Education Professions Development, Triple-T Branch, 1970.

"Letters and Science Participation in Teacher Education," Rationale and Proposal for Action in 1970-71.

"Christian Education for High School Youth," Program Analysis prepared for First Baptist Church of Whitefish Bay, Wisconsin.

Proposals Written

"Training Teachers for Urban School Systems," (not funded).

"Training Administrators for Decentralized Urban School Systems," (not funded).

"Training Teachers of Teachers and Other Related Educational Personnel", (funded, 1970-71, $190,873).

"Training Teachers of Teachers," (pending for 1971-72, circa $200,000).

(Clear Vita-Continued)

Consultant Work

Decentralization Consultant to Milwaukee Public Schools, 1969.

Training Team Leaders for Supervision, Milwaukee Teacher Corps, 1969.

Modular Scheduling, St. Joseph High School, Chicago, 1970.

Leadership Recognition

National:

Secretary A.E.R.A. Organizational Theory Special Interest Group, 1969-1971.

Chosen among twenty-five key educators by Department of Educational Administration, New Mexico State University, 1970.

Regional:

North Central Association Evaluation Team, 1970.

Discussion Chairman, "Recruitment Strategies for Triple-T Programs," Midwest Triple-T Cluster Conference, Chicago, 1970.

Local:

University Committee Memberships

- Transportation Committee, 1969 to present
- Housing Committee, 1970 to present
- Library Building Committee, 1970 to present
- School of Education Research Committee- 1969
- UWM Credit Union Credit Committee, 1970 to present

Departmental Committee Membership

- Personnel, 1968-69
- Curriculum, 1969 to present

Work in Progress

Use of the videotapercorder as a presentation and feedback instrument in the training of supervisory personnel.

Development of technical skills of supervision.

Developing direct roles in teacher education for:

(Clear Vita-Continued)

- --public school teachers
- --liberal arts professors
- --parents
- --school system supervisors

New training programs for pre and in-service school administrators.

VI. IMPLEMENTATION

CURRICULUM OUTLINE

The components of the Curriculum, for each section of which descriptions are given below, were the following, expressed in terms of a typical single day's activities.

		INSTRUCTOR		
TIME	COURSE	1. ESL Spanish	2. ESD-Black	3. ESL Heterogeneous
8:30- 10:30	Seminar in Applied Linguistics	DiPietro	James	L. Zuck
10:30- 11:30	Seminar in historical and cultural backgrounds	Gracia*	Mitchem	Gracia*
		(* Groups 1 and 3 combined for this session)		
11:30- 12:30	Consultations with professors, TTT staff, and other programs	The 1970 Institute felt a need for a one hour block before or after lunch permitting students to have consultation time with professors and time to visit other programs on campus. Further, during this time luncheon speakers were scheduled for the participants. Supervisory participants met twice a week with TTT staff.		
12:30- 1 30	Lunch			
1:30- 4:30	Workshop with leader	Cecil Shaw	J.C. Jenkins	J. Zuck

EVENING-Visits to local ABE Centers, Social activities etc. For details, see section VI, 7, page .

VI. Numbers 2-7

FACULTY OUTLINES

2. A. Professor Carl James, ESD Group Black

APPLIED LINGUISTICS SEMINAR: BLACK NSD GROUP

Three Broad goals were envisaged for this seminar, which met for eight two-hour sessions:

1. To transmit to participants some insights into the nature of language diversity, so as to refine their linguistic objectivity vis-à-vis the phenomenon of dialect difference.

   "Standard" dialect was defined in terms of its relationship to other (Nonstandard) dialects, the former being principally the dialect of literature and literacy: the koine, or language of wider social contact; and the language of the prestigious social group. Ross' examples of "U" and "Non-U" were discussed (cf. Exhibit #3)

   The Negro Nonstandard was characterized as being a social dialect in North American cities, having its distinctive origins in a slave "lingua-franca" with West African substratum.

   Language variety was described within a matrix of permanent vs. transient features of performance, which introduced such notions as style or tenor of discourse, register, and medium. (As defined by British linguists, eg. J.R. Firth)

2. To provide a detailed description of the Structural differences between Standard and Negro Nonstandard American dialects. The description was provided on a basis of linguistic levels: phonological, morphological, syntactic.

To facilitate the description, and to introduce one theory of linguistic behavior, basic terms of linguistics were utilized: phoneme, allophone, morpheme, allomorph, paradigmatic, and syntagmatic.

Throughtout, the intermal linguistics "systematicity" of Negro Nonstandard was exemplified, and the notion that the Nonstandard is an inferior or distorted language was contested.

3. The applicability of the linguistic insights provided in paragraph two to classroom strategies was considered in detail. This involved notions such as:

A. Bilingualism and Bidialectism

B. Language-interference and the notion of contrast, especially if used as a classroom technique.

C. Phonome-Groapheme correspondence and the existence of dialect-defining homonym sets as a barrier to reading proficiency for speakers of a Nonstandard dialect.

In this context, the problem of promoting literacy in Standard English was considered in the light of what Stewart (in Non-Standard Speech and the Teaching of English, Washington D.C.: Center for Applied Linguistics, 1964) has termed a "quasi-foreign language situation". The suggestion was evaluated, that initial literacy training for speakers of NSD should take place in the reading of tests written in their native dialect. It was generally felt that such a practice would receive little support from non-standard dialect speakers themselves, and that the best compromise would be to adapt texts for literacy training. These would follow a progression from more non-standard syntax gradually being replaced by standard syntax. As far as orthography is concerned, it was deemed sufficient to adopt a form of modified standard, utilizing the apostrophe to indicate deleted sounds, which, though not present in the surface manifestations of non-standard speech, are very often present at a level of deep phonology, as suggested by Chomsky and Halle: The Sound Pattern of English, 1968.

It was recognized that at least some modern Black writers, writing novels in Negro non-standard English, have been successful in adapting standard orthography to convey the "flavor" as well as the phonology and syntax of the non-standard dialect. Therefore pages 32-33, and 36-37 of Al Young's novel Snakes (Holt, Rinehard and Winston, 1970)* were closely studied in class in an attempt to explore the optimal orthographic convention (cf. Exhibit # 2).

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* From SNAKES by Al Young. Copyright (c) 1970 by Al Young. Reprinted by permission of Holt, Rinehart and Winston, Inc.

2. B. Prof. Robert J. Di Pietro, ESD Group Spanish

SEMINAR IN APPLIED LINGUISTICS FOR ESD SPANISH

Content

The content of the seminar was subdivided into 9 general areas. These areas, with their chief points, were as follows:

1. Definitions and fundamentals of linguistics. Linguistics was defined as the discipline concerned with language in relation to thought, social behavior, and the structure of man. Also defined were phoneme, morpheme, linguistic conpetence (as opposed to performance), and prescription (as opposed to description). The techniques employed by the linguist in analyzing languages were touched upon and illustrated with examples from Spanish and English.

2. Language as artefact and tool. The distinction was made between the creating of language by its speakers and the nature of language as the created object. The participants were exposed to the idea that grammar can have both a surface structure (particular to specific languages). We discussed predication, causal relationships and pronominalizations, with reference to both their general nature and their realization in Spanish and English.

3. Language universals. Taking the notion of deep and surface structure as a starting point, we launched into a discussion of how Spanish and English share certain linguistic features. This was done in a very general way, selecting from aspects of phonology, syntax, and semantics. Also treated, to some extent, was the position of language in society. Both shared and unshared needs of

communication were offered for discussion in order to orient the participants to the social matirces in which Spanish and English speakers find themselves.

4. The symmetry of language and its biological foundations. Some indication was given of how language is organized in symmetric patterns and how that symmetry derives from the psyche and man's anatomy. The point was made that the use of language is an outgrowth of man's biological nature and his need to communicate in society. What innovation there is in communication is due to discernable limitations.

5. The theory of contrast. This matter constituted the very core of the seminar. The assertion was made that learners of a new language tend to interpret it in terms of their own. This state of affairs leads to the building of instructional materials based on precise "problem areas" deriving from places where native and target languages differ.

6. Contrasts in semantics. Illustrations were made of how Spanish and English organize meaning in different ways. Pairs were given such as Spanish "carne"/English "meat, flesh" and Spanish "esquina, rincon"/English "corner", to serve as subject matter for analysis. Participants were encouraged to supply their own examples of contrast.

7. Contrasts in syntax. Paralleling the procedure of semantics, above, differences in Spanish and English sentence ordering were presented and discussed. These differences included pronoun combination and attribution in noun phrases. A distinction was made between hierarchical ordering, in which syntactically different

phrases could have the same organization on deeper levels and linear ordering, which can be superficially similar but different in meaning.

8. Contrasts in Spanish and English Sound Systems. Again, as in syntax and semantics, above, the phonological structing of the two languages were discussed and compared. The comparison included kinds of vowel and consonant articulation and variations in ordering of vowel and consonant segments.

9. Bilingualism. In this final area, various kinds of bilingual individuals were discussed and evaluated in terms of language usage. A survey was made of bilingual situations found in the world today. The discussion then turned to the situation of the Spanish-speaking person living in North American ghettos. Bilingual schooling was presented in its various forms and evaluated in terms of the language needs of adult Spanish-speakers in the U.S. Members of the class were invited to contribute their own opinions concerning the needs of adult students.

2. C. Prof. Louis V. Zuck, ESL Group Heterogeneous

SEMINAR IN APPLIED LINGUISTICS FOR ABE TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

The general goal of the seminar was to make the ABE teachers more effective in their work by giving them a better understanding of the structure of English and the kinds of difficulities non-English speaking adults have learning English. The seminar covered the basic areas of English phonology and syntax. Emphasis was also given to contrastive examples drawn from Indo-European and non-Indo-European languages.

More specifically, the ABE teachers were taught the inventory of English sounds, the symbols used to represent those sounds, and a general physiological description of each sound. In addition, aspects of English phonotactics, stress, intonation, and syllable structure were discussed. The ABE teachers were also taught the important features of English inflectional and derivational affixes. Particular emphasis was placed upon inflectional affixes that are phonologically determined. Finally, the ABE teachers were taught the basic sentence patterns of English along with the common transformations that apply to those patterns.

Throughout the course, the ABE teachers were given, as homework, short teacher constructed exercises to check their understanding of the important aspects of English structure. These exercises were discussed in class in order to correct any serious misunderstandings. The ABE teachers were also given assignments. One important assignment done by the ABE teachers was a comparison of the sound system of English with that of another language.

Another assignment done as a group project was the compilation of a functional word list. The word list had approximately 280 items and contained the basic vocabulary that non-English speaking adults need to know in order to carry on everyday affairs.

The seminar was conducted as a combination lecture and discussion class. The atmosphere was informal and the ABE teachers were always free to ask questions regarding the subject matter being presented. There was close coordination between the seminar and the workshop in teaching English as a foreign language. A summary of the day to day coordination between the two classes follows:

	Applied Linguistics Seminar	Workshop in Teaching English as a Foreign language
1	No class scheduled.	Assumptions about language, language learners, and language learning.
2	Applied linguistics pretest. General assumptions about language & common attitudes toward language. Definition of language.	Implications of the definition of language for the classroom. Five decisions for curriculum planning.
3	Introduction to the elements of English phonology. English vowels.	Phonology - selection & ordering of material to be taught. Writing a lesson plan.
4	English consonants. English stress.	Presentation & practice. Dialogues, drill types, Audio visual aids.
5	English phonotactics, intonation & syllable structure.	Evaluation· listening and speaking skills.

6	English vocabulary & morphology. Derivational & inflectional affixes.	Vocabulary - Selection & ordering of material to be taught.
7	Elements of English syntax. Basic patterns & terminology.	Syntax-selection & ordering of material to be taught.
8	Review of basic patterns & presentation of common transformations.	Evaluation: Reading & writing skills.
9	General review of the structure of English. Applied linguistics posttest.	Evaluation & Adaptation of textbooks. "The Technical Skills of Teaching" applied to language teaching. Microteaching.

3. CULTURAL SEMINARS

3.A.	Professor Arnold Mitchem	ESD Group Black
3.B.	Mr. Jorge Gracia -	ESD Group Spanish ESL Group Heterogeneous

3.A. Professor Arnold Mitchem

INSTRUCTIONAL SUMMARY

I explored several key issues in the history of black people in the United States. Those selected were intended to provide the students a basic understanding of forces, trends, and attitudes that have created a distinct Afro-American culture. While Socio-political domination and economic subjugation of black people by a differentiated class of white people are prevalent themselves in the Afro-American experience, I tried to stress the response of black people to oppression rather then the oppression itself. I gave particular emphasis to a black ethos and the ideological traditions which have guided the thinking and actions of black intellectuals and activities from the last quarter of the eighteenth century to the present.

MEETINGS

Recognizing the students had a limited knowledge of Afro-American history, I gave the class in the first meeting an overview of the black experience from the fifteenth century in Africa to the advent of the Black Power Movement (1966). In this presentation stress was given to the organization of the Atlantic slave trade; the nature and development of slavery as an institution in the New World, particularly in the Chesapeake colonies; slave insurrections and black resistance to bondage; Pan-Negroism in the 1850's; the intent and implications of the Emancipation Proclamation (1963); Black reconstruction and the capitulation to racism in 1877; the causes and effect of large scale emigrations of black people from the South to the North in the 1890's and in 1914; the disillunionment and despair of black people after World

War II and the Cold War and the Civil rights movement. The revolution of expectations precipitated by the 1954 Supreme Court decision: Martin Luther King and the Civil Rights Movement; and the genesis of Black Power and the resorgence of cultural nationalism.

In the second meeting I presented a discussion on West African societies and the Atlantic Slave Trade. This included a considerable amount of quantitative data as well as a broad picture of the political and economic factors which affected the slave trade.

In the third and fourth meetings I discussed the institution of slavery and the black man's response to that institution. In one meeting I used Stanley Elkins' theories as a point of departure for discussion.

The fifth meeting was devoted to Pan-Negroism and the success and failure of Reconstruction from a black perspective.

The sixth lecture dealt primarily with the ideological and programatic clash between W.E.B. DuBois and Booker T. Washington. Attention was given to their influence on black thought and political and economic strategies in this century.

The last two meetings were given over to a discussion of nationalism and interracialism. I examined the theortical assumptions and contradictions of both outlooks as well as their programatic strengths and weaknesses. Much of this was measured and demonstrated by focusing the students' attention on particular black spokesmen and movements. This was intended to convey to the class an understanding of the duality of Afro-American consciousness and the complex and often conflicting ideologies that characterize the Afro-American experience.

3.B. Mr. Jorge Gracia
ESD--SPANISH AND EFL CULTURE

In my culture class of "English as a Second Dialect for Spanish Speakers" and for "English as a Foreign Language," we covered the historical and cultural background of the Spanish speaking people in the United States, starting at two opposite poles: the Iberian Peninsula and Indian America.

The purpose of my course was to give the student a historical and cultural perspective of the people he is currently involved with. My main objective was to familiarize the class with the historical incidents and the social institutions (some of which are absent in Anglo culture) that have given rise to the Mexican, the Mexican-American, the Puerto Rican, the Puerto Rican American, and lately, the Cuban refugee.

Our point of departure was a general introduction to the geographical location of the Iberian Peninsula, its earliest inhabitants, and its contributions to European culture. Special attention was given to its strategic location and subsequent invasion by numerous peoples (Celts, Iberians, Greeks, Romans, Moors, etc.). The contributions of the Romans (language, religion, law, architecture) and the Moors (language, music, agriculture, science, philosophy) were discussed. The importance of Jews in administrative matters and their help in disseminating Greek ideas and Greek medicine were also mentioned.

Outstanding personalities, such as Fernando and Isabel, Cristóbal Colón, the Pinzón brothers, and their relation to the discovery of the New World were studied. Also contemporary European theories about the world and geography in general.

With Columbus' departure from Spain, we left Europe and began our study of the American Indian. Their supposed origins and migratory routes into the vast American continent were pointed out. My goal here was to show the class that man has populated the Americans since time immemorial and that culture did not originate with the arrival of Europeans. Of the American Indians, two tribes were given special emphasis: the Arawaks (Taínos) in the Caribbean and the Aztecs in Mexico. Reference was also made to the Mayas because they were the first Indians the Spaniards came into contact with in Mexico. The scientific and architectural advances of this last Indian tribe were discussed.

One class session was dedicated to the arrival of the Aztecs in Mexico, the founding of Tenochtitlán, the rise of the Aztec empire, and some of the items and ideas the Aztecs borrowed from previous civilizations. Contributions of the Aztecs to the Spanish language were mentioned in this lecture.

At this point the class returned to the discovery of the New World, Columbus' explorations in the Caribbean, and his encounter with the Taínos. Some of the first Indian words, such as canoa and huracán, which were incorporated into the Spanish language were listed.

One class session was dedicated to the discovery, exploration, and settling of Hispaniola, Puerto Rico, and Cuba. Part of this class and the following one was dedicated to the history of Puerto Rico from the time of the discovery to the present. Reasons for the diaspora of Puerto Ricans and Cubans and current problems faced by both groups as they come into contact with Anglo Society were discussed. Xeroxed articles on the social, economical, and educational status of these two ethnic groups were distributed to the class.

At this point we retraced our steps back to 1519 and followed Hernán Cortés from Cuba to Mexico. We studied about his first encounter with Mexican Indians, his fateful meeting with Gerónimo de Aguilar and Doña Marina, the long march into the Valley of Mexico, the capture and destruction of the city, and the appearance of the mestizo.

Other points touched were the explorations of northern Mexico and western United States by land and sea, the colonial period, the emergence of the criollos and the discrimination against them, the hardships of the mestizos and the Indians under the encomienda system, the Mexican Revolution of 1810, and Mexico's independance from Spain.

Interesting personalities introduced here and in the following section were: Father Hidalgo, Morelos, Agustīn de Iturbide, Santa Anna, Benito Juārez, Maximiliano, Carlota, and Porfirio Diaz.

The "Revolución de 1910"--its causes and consequences--were studied carefully, since it is responsible for the presence of a great portion of the Mexican Americans in the United States. The historical backgrounds of the Mexican Americans was discussed, together with folklore and folk medicine. References were made to the contributions of Mexican Americans to agriculture, to the railroad industry, and to mining.

As a closing point, we touched on recent participation of Mexican Americans in politics. Civil Rights movements, education, etc. Brief biographical lectures on Céasar Chávez, Corky González, and Reies Tijerina were delivered.

4. WORKSHOPS

4. A. Mr. Cecil Shaw, ESD Group Black

4. B. Prof. Jacinto Jenkins, ESD Group Spanish

4. C. Prof. Joyce Zuck, ESL Group Heterogeneous

4.A. Mr. Cecil Shaw, ESD Group Black
MATERIALS WORKSHOP - ABE-BLACK

The following assumptions form the foundation of the materials planning workshop.

I. Areas of methodology and general classroom management should be delved into intensively. These areas will include the following: a) the presentation and execution of oral classroom drills, b) the preparation of various types of pattern practice drills, c) various approaches and stratagies to the teaching of reading, and d) teaching techniques in the context of microteaching.

II. Each particpant should gain insights into the process of planning and preparation of curriculum materials. In other words, not only should the participant have some meterials which they can take home with them, they should gain some of the skills that will help them to plan effectively other materials at their home sites, as the need arise.

III. Each participant (or group) should plan a set of specific materials which he can actually use in their classrooms and which their colleagues in the workshop may also be able to use -- either immediately or at some later time.

IV. Adult Basic Education-Black includes a wide variety of activities such as: specific language skills, cultural attitudinal goals like practical economics, interview skills, community-political awareness development, and even for the teacher of adult education aspects of teacher training and preparation.

V. Each participant come to this workshop with individual needs. Therefore, each participant should be encouraged to develop in the direction of these needs.

TOPICS AND ACTIVITIES ON DAILY BASIS

Day 1 - Orientation and definition of term ESD-Black in context of materials preparation.

2 - Methodological strategies to be used in teaching ESD-Black in context of microteaching.

3 - Methodological strategies to be used in teaching ESD-Black in the context of preparation of pattern drills and other classroom oral drills.

4 - Methodology in the context of the teaching of reading.

5 - Presentation and discussion of preparation of curriculum materials format.

6 - Group selection/visitation of materials selection of UW-M library/group meeting.

7 - Individual group meetings.

8 - Presentation of projects.

9 - Presentation of projects/final test.

FORMAT OF MATERIALS PROJECT

1. The definition of the Problem situation

Before one undertakes the preparation of certain materials in ESD-Black, there should be first of all a real need for such materials. Materials preparation for the sake of materials preparation is a meaningless task. Therefore, the first setup in this project should be to determine just why a given project is undertaken.

For example, you as the teacher encounter a student who cannot pick out the main idea of a sentence. In examining the reading materials on hand, the teacher discovers that there are no excercises available to work with this particular problem. The teacher must then set out to prepare suitable materials for herself. Thus, a real need has been pinpointed, and steps are taken to fulfill this need.

II. Definition of the Goals of the Project

Before the teacher can begin planning specific learning activities for the students, she must first determine what it is exactly that she wants to accomplish. In other words, she must set goals for the materials she is about to create. Probably the major concerns with goals in these projects will be the accruate statement of them. In other words, the teachers must be clear and precise in defining just what kinds of behaviors that she wants her students to show after they have used her materials.

For example, the states goal "to teach the accurate outlining of a paragraph" on the surface seems to be a well stated goal. But upon closer examination, one discovers that a goal has been set for the teacher rather than the student. A better statement of this goal would be "The student will be able to outline a paragraph correctly"

Above all before the teacher can set out to prepare lessons and programs for her students, then she must be clear in her own mind as to what she wants to accomplish, and how long before she and determine when these outcomes will show themselves.

III. Definition of the Learning Activities

Once the teacher has written down in specific terms what kinds of outcomes she anticipates for her students, the next question becomes: What kinds of activities must I plan to achieve these goals? Here techniques such as pattern drills, pronunciation drills, role-playing and certain games will be called into practice.

IV. Evaluation

Finally, when the prepared materials have been covered, the question must be asked: Have the expressed goals been achieved and if so, to what extent? This then is the function of evaluation of materials -- to determine if the materials are in fact useful. Probably, the most common form of evaluation is a straight forward pencil and paper test. However, there are many other types of evaluation available to the teacher, such as questionaires, role-playing, real-life situations, etc. Above all, the limits of evaluation are probably most effected by the kinds of goals that the teacher has set for the students.

The intrigal relationship of the goals of some given materials and the method of evaluating such goals should not be over looked. The teacher should want evidence that most of her goals are being achieved in order to continue using the given materials. However, some goals, that the teacher has for her materials cannot so readily be measured--some not measureable at all. This situation should not discourage the teacher from setting long term goals for her student (goals which may not be achievable for months or years after the student leaves the class), attitudinal goals (these can be extremely difficult to measure), goals which may be of such an individual nature, that only the student will know if the goal has been achieved or not. Above all, the teacher must be aware of the kind of goal that she is setting with the understanding of the nature of the role of evaluation on this goal.

4. B. Prof. Jacinto Jenkins, ESD Group Spanish

CURRICULUM WORKSHOP FOR TEACHERS OF ENGLISH AS A SECOND DIALECT FOR THE SPANISH SPEAKING ADULTS

Texts for the course· Leonard Olguin, TV STUDY GUIDE: SOLUTIONS IN COMMUNICATIONS
Leonard Olguin, SHUCK LOVES CHIRLEY
Eleanor Wall Thonis, TEACHING READING TO NON-ENLGISH SPEAKERS

This workshop was unified in that the 15 students were all bilingual in Spanish and English and had a good foundation in the culture of the Chicano, the Cuban, and the Puerto Rican. All the students had had experience (except one) in the teaching of English as a Second Language to the Spanish Speaking. It was discovered at the first session of the workshop that although many of the class came from a Spanish speaking background they were not too sophisticated in comparative English-Spanish phonology, As it was decided by the group that the role of the ESL teacher was to be threefold: Preventionist, Diagnostician, and Therapist, the class decided to make an intensive study of the points of phonetic and phonemic interference so that the teachers might be better qualified to prevent problems before they arose, or if the problems were already present the teacher then would be able to diagnose them and apply the proper therapy.

The workshop began with a film by Leonard Olguin entitled AN INTRODUCTION OF SCHWA. This film presented the idea that the schwa was the most used sound in the English language, yet such a sound did not exist in Spanish. Due to this fact it was pointed out that the schwa would be one of the greatest points of interference for the Spanish speaking. After the film a discussion was

was held and the following strategy was devised: 1) The ESL teacher must teach the ABE student to hear the schwa sound "uh" and then practice the sound with him until he does not confuse it with the "ah" sound, 2) The ESL teacher should use visual aids such as flashcards with the words and pictures which would help impress this new sound, 3) The ESL teacher must employ audio aids such as records, tapes and language masters which would allow the ABE student to listen to models of adults, male and female, old and young, and also of children speaking and using the schwa in the context of words and sentences. The workshop then divided into four groups. Each group took a Spanish name: Los Conejitos (Little Rabbits), Las Tortugas (Turtles), Los Amantes (Lovers), and the Las Vacas (Cows). Each group discussed and devised minimal pairs drills for teaching the schwa.

The workshop followed the work on the schwa with another Olguin film entitled THIRTY DEMONS. This film was concerned with multi-syllabic woods which give Spanish language-oriented people a great deal of difficulty due to the way these words begin, or end, or have connsonant clusters which do not exist in the Spanish language. The most difficult of the 30 demons were: b,m,p,k, g,d,t,v,sh, and j. The four groups after the film was shown and the class discussion was held, met and devised drills for effectively dealing with this point of language interference.

THE TROUBLES WITH THE INITIAL "S" was the third film by Olguin with which the group became aware of the seriousness of this problem and how to plan an instructional strategy for coping with it. It was interesting to note that the majority of the class was unaware of the basis of this problem and that there was a voiced and a voiceless "s" in the English and Spanish languages. After the class discussion the groups met to devise teaching techniques for helping install "s" plus-consonant blends.

The fourth area covered by this workshop was centered around the Olguin film THE AIR BUBBLE. This film pointed out clearly that it was possible to utter longer phases in Spanish than in English with the same amount of air due to the fact that English language demands a greater amount of air for many of its words than does the Spanish. It was demonstrated that the problem with "ch" and "sh" for the Spanish speaker speaking English stems from the difference of air level output, plus the fact that there is no "sh" sound in Spanish. During the class discussion 5 ways were listed for helping an ABE student see if he is producing enough air: 1) candle, 2) match, 3) limp paper, 4) hand, and 5) feather. The groups then met for the purpose of drill construction for combating this problem.

The class focus then fell upon the "th" problem. This was sparked by the Olguin film THE DIFFICULT "TH" SOUND. It was found that to the Spanish ear, there was no useable pattern, or signal, which helped him to decide when to voice and when not to voice a "th" sound. Following a lively and interesting class discussion the four groups met in their strategy corners and made battle plans for attacking this problem.

As Spanish is a three-tone language while English is a four-tone language it was quickly seen by the group that communication problems develop due to this difference. To the Spanish ear it sounded as if the speaker of English were always angry while the English language-oriented hearer felt that the Spanish language-oriented speaker of English spoke in a 2 note sing-song and always ended sentences on the higher of the 2 notes. The groups met and devised drills for helping to install a new note into the tone system on the Spanish language-oriented student.

Other problems attacked by the groups were: 1) word order, 2) "zh" sound, 3) English "j" sound, 4) English "h" sound, 5) the English "l" sound, and 6) the intervocalic "s" in English. Various drills were constructed by the individual groups after ample discussion.

As a culmintating activity the class was asked to meet in their groups and devise a list of 15 of the most essential words that a beginning ABE student with a Spanish language background, would need on his first night in class. Each group presented their list and the usefulness of the various words were discussed. The groups revised their list and then they were given the task of constructing a dialogue out of these 15 words. The dialogues were read to the whole class and the next task was to identify the points of the greatest interference and to underline these in the dialogue. After this each group was to make minimal pairs drills, simple repetition drills, 1 slot substitution, 2 slot substitution, transformation drills, and expansion drills. The final 2 tasks were to construct a dialogue for an emergency situation such as the hospital, the fire station, or the police station and then they were to devise minicry-memorization drill which was to not only be concerned with pronounciation and comprehension, but to also teach some culture concerning the U.S.A. The two holidays the Fourth of July and Thanksgiving were the two holidays decided upon by the class.

It is the opinion of the instructor of this course that a great amount of interest was generated, total participation developed through the group sessions, and that valuable instructional materials were developed by the participants with the instructor often assuming the role of group or individual advisor. It was the aim of the workshop instructor to provide the participants with a teaching practice oriented workshop where phonetic and phonemic theory could be applied to actual teaching situations. It is my belief that through my observation of and discussion with individuals and groups that this aim was achieved.

4.C. Professor Joyce Zuck, ESL Group Heterogeneous
WORKSHOP IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Introduction. The Workshop in Teaching English as a Foreign Language was coordinated on a day-to-day basis with the Seminar in Applied Linguistics-TEFL, and the Culture Seminar and oriented toward the final microteaching in an attempt to maximize the total effect these four separate areas would have on the development of competent Adult Basic Education teachers.

Goals. The goals of the workshop were: 1) to acquaint the students with major recent trends in psychology, sociology, and language teaching; 2) to allow students to raise issues and problems relevant to their own teaching situations; 3) to introduce new teaching procedures as possible solutions to these problems; 4) to develop lesson plans to overcome difficulites pointed up in the linguistics seminar or in workshop discussions; and 5) to share knowledge of textbooks, teaching aids and other teacher references.

Procedures. A topic was chosen for each daily workshop and then the three-hour workshop was divided into three separate segments.

During the first hour, small groups of two or three students were responsible for conducting class discussions on a variety of topics. (for example: teaching sounds, teaching listening, teaching spelling, teaching reading, teaching writing, aural aids-including the teletrainer and the language master, visual aids, textbooks, testing diagnostic and achievement and student-written newspapers.) Student participation was maximized and many

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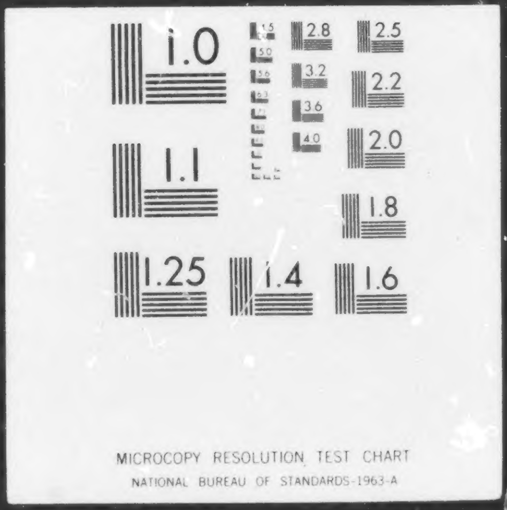
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

questions were raised. Both the workshop leader and the applied linguistics instructor actively participated in these class discussions. The students enjoyed the responsibility of conducting these discussions and the local Milwaukee teachers cooperated in bringing to class the texts and aids that were being discussed.

The second hour was usually a lecture by the workshop leader tying together the main issues on the topic of the day and discussing sociology, psychology, and pedagogy for pragmatic solutions to the problems discussed by the students.

The third hour was devoted to developing individual solutions in the form of systematic lesson plans. The instructor indicated the nature of the task and suggested the procedures and then the students worked individually or in groups of two to plan lessons for their own particular teaching situation. (It was decided that the range of interests and the variety of backgrounds of the participants in Institute One could best be served by individual rather than class lesson planning.) Both the workshop leader and the applied linguistics professor actively consulted with the students as they developed their individual curriculum plans.

Evaluation. The following types of formal and informal evaluation were used:

A. Formal. The students were given a pretest and posttest in which they were asked three short essay questions:

1) Define specific implications of 1) and 2) for the language learning classroom.

B. Informal. 1) Class presentation and leadership in the discussion. 2) Development of lessons written on sound linguistic and pedagogical principles. 3) Ability to realte the work of the workshop to the specific items in the document "The Technical Skills of Teaching."

Summary. The major strength of the Teaching English as a Second Language section was the close coordination achieved between the Applied Linguistics Seminar, the Culture class, the Workshop and the Microteaching. (This coordination was achieved by joint planning and frequent visitation of the other classes involved.) In addition, the class size and the availability of both instructors allowed for much individual guidance and personal consultation. If the participants in Institute Two had been more homogeneous in terms of interests and backgrounds, a possible change in procedures might have been indicated. However, the goals outlined above proved to be satisfactory and were retained.

VI. 5. MICROTEACHING AND TTT

Jorge Gracia

The idea behind microteaching is certainly not a newcomer to the area of instruction. In the world of sports, coaches have long recognized the importance of capturing on film the movements of their players and later replaying the film, thus allowing the players to see themselves in action. This permits the players to analyze poor plays and gives the coach an opportunity to offer advice and to assist in the preparation of new strategies to supplant inefficient ones.

Microteaching, first pioneered and introduced in the Stanford Teacher Training Program, serves the same purpose. Basically, microteaching involves a reduction in the size of the classroom components: the nature of the lesson, the length of the lesson, and the number of students. In our ABE-TESOL institute, for example, the lessons usually focus upon one task (a grammatical structure, a simple pronunciation exercise, etc.) and are rarely more than five minutes in length. The number of students is limited to four and all are given the opportunity of microteaching at least once. The micro-lessons are always videotaped for immediate replay. The object of microteaching is, therefore, to enable a novice ABE teacher to practice significant classroom behaviors, to receive (via videotape replay) immediate feedback on his teaching, and, where desirable or necessary, to repeat his micro-lesson, making whatever changes he (or his supervisor) feels are necessary.

Besides training teachers to teach English in ABE (Adult Basic Education) programs, our microteaching sessions also train supervisors to work with teachers in other ABE programs. These supervisors are trained by TTT (Trainers of Teacher Trainers) supervisors. While the ABE supervisors look for specific second-language teaching techniques (repetition drills, visual aids, etc.) on the part of their teachers, the TTT supervisors look for supervisory skills (set, motivation, etc.) on the part of their ABE supervisors.

A typical microteaching session generally adheres to the following pattern:

1. Pre-conference between the ABE supervisor and the teacher. The content of the lesson and the method to be employed are agreed upon.
2. Teaching of the actual lesson while the videotape operator films it.
3. Post-conference between the ABE supervisor and the teacher. The ABE supervisor offers a critique of the lesson and has the teacher watch himself on the replay.
4. If necessary, the ABE supervisor has the teacher reteach his lesson, keeping in mind the points that need improvement.
5. A final conference is held between the ABE supervisor and the teacher. All improvements are pointed out to give the teacher a feeling of success.
6. After the teacher is dismissed, a conference is held between the ABE and the TTT supervisors. The TTT supervisor, who has been sitting quietly in the back of the room throughout the microteaching session, now offers a critique of ABE supervisor's session with the teacher.

VI. 6. SAMPLE PARTICIPANT - PREPARED MATERIALS

ENGLISH AS A BLACK DIALECT

WORK SHOP

ORIENTATION

INTRODUCTION TO THE WORLD OF WORK

CECIL SHAW
GROUP LEADER RM. 118

By: Marie Crockett
July 7, 1971

ORIENTATION

INTRODUCTION TO THE WORLD OF WORK

I. PROBLEM SITUATION:

- A. Student has never filled out an application.
    - 1. Knowing what information to give.
        - (a) leaving omissions
    - 2. Reliable references.
    - 3. Having a Social Securtiy Card.
        - (a) not knowing where to apply for one.
- B. Student has never been interviewed.
    - 1. Appropriate dress.
    - 2. Knowing how to sell himself to the employer.
    - 3. To speak clear.
    - 4. Being able to look the man in the eye.
- C. Student hasn't been Orientated to job readiness.
    - 1. Being to work on time.
    - 2. Punching time card.
    - 3. Can't get to work.
    - 4. Knowing how to control temper, even when you know the boss is wrong.
    - 5. Attitudes toward other employees.

II. GOALS OF THE TEACHER:

- A. Orientate student for job readiness.

    Give the students a exercise in compieting an application.

    Suggest best reliable references. e.g. someone that knows you minister, doctor, teacher, bestfriend, etc.

Communicate with students, so he will feel comfortable when he is expressing himself. Have visual contact.

Explain the importance of a time card.

Explain what puntuality is. To call in when he/she will be absent or late.

Check to see if he has a Social Security Card. Make sure he knows what a Social Security Card is, and what it is used for. Make sure there is information available on Social Security.

III. SPECIFIC ACTIVITY:

A. Role playing by 1st., giving a prepared demonstration in job interviewing. After the demonstration is given, ask for questions where the student might feel he/she would have a problem. Let the student act the parts out themselves by taking turns in each role as a Interviewer and Interviewee.

IV. EVALUATION:

A. My evaluation will show in how effective my procedures where carried out. If he can complete an application satisfactorily. If he has his Social Security Card. Can he look me in the eye during a conference with him. How well he responds in role playing. His weak and strong points in role playing.

SOCIAL SECURITY

Social Security is a federal government program that provides cash payment or medical care to individuals.

The Social Security Act is a social insurance program that covers:

1. Old age, survivors, and disability benefits.

2. Hospital insurance

3. Unemployment insurance.

4. Workmen's compensation.

5. Insurance

As a worker in the world of work, any time you are employed, your employer takes out a small part of your earnings for social security. Each worker has to have a social security card and he must pay the social security tax if he is working. You are to have only one social security number during your life. You have to earn $50 in three months to receive full credit. Your employer sends this report to the main office in Baltimore, Maryland, for your account and future payments to you or your survivors.

The Social Security Card is free. It does not cost you anything to get one. All you have to do is to go to the local Social Security office and put in an application for a card. Most people get a card when they get their first job. You have a number and no one else has that number. If you lose your card. You will receive a new card with the same number.

If you are a woman and have a card under you madin name, when you marry, there is a special form that you fill out that will change you name on your social security card and account; but you will keep the same number.

Each payday, the employer deducts the Social Security tax from the worker's pay, adds an equal contribution, and sends it monthly or quarterly to the Department of the Treasury. A self-employed person pays quarterly. The government puts all payments in the Disability Insurance Trust Fund and the Old age and Survivors Insurance Trust Fund.

You can write to the main social security office in Baltimore and receive an account of your reported earnings. This will give you a record for you to have for your personal records.

Knowing about social security and the social security benefits that are available to you is very important to you as you are employed in the world of work.

You should keep track of your yearly earnings and the credits you have earned for social security benefits for which you are eligible.

PREPARATION FOR JOB HUNTING

1. Before the Interview

Checklist for appearance before interview:

_____Hair neat
_____Skin care, clean
_____Makeup, subtle, natural
_____Body and clothing, clean
_____Dress, suitable, neat, appropriate style and lines, length of skirt modest, color subdued
_____Shoes, polished, suitable for dress
_____Posture, erect and relaxed, no slouch
_____Expression, alert, interested, confident

Be sure you have these items: pen that works, sharpened pencil, an eraser, social security card, and a small notebook.

2. Meeting the Receptionist

Let the receptionist know you are there and what you want, or who you are to see. Be relaxed. Try to remain calm.

3. The Interviewer

The following is a list of items which an interviewer considers when he interviews an applicant. Study these and be aware of how you show these qualities in your personality and from your past experiences.

a. Stability - shows consistency of performance and activities, and firmness of character and purpose.

b. Industry - has sound work habits, accepts responsibility and shows evidence of following through to completion.

c. Cooperation - has ability to get along with others; is friendly with family, friends, and work associates.

d. Self-reliance - shows evidence of assuming responsibility; handles own affairs well; takes on projects and completes them without constant prodding or direction.

e. Maturity - has regard for consequence of assuming responsibility for actions; accepts blame for mistakes; make own decisions with an adult outlook; has self control; puts business before pleasure.

f. Preservance - sets up and obtains reasonable goals; follows through and completes projects undertaken; sticks to goals when the going gets rough.

h. Loyalty - shown by attitude towards family, friends, associates; identifies self positively with activities and organizations.

i. Leadership - has held office in groups one has belonged to; has organized or run groups or activities; able to lead others.

j. Insight - (imagination, orogonality) - presents well thought out ideas; has ability to look ahead.

k. Forcefulness - has confidence, deciseness; inspires confidence.

l. Judgment - has ability to compare and discriminate; can place a proper value on things and put them in their proper relationship.

m. Motivation - seeks to accomplish; has pride of accomplishment; desires to imitate others; wants to accomplish something worthwhile for one's efforts.

n. Capacity to grow- has ability to set new and harder tasks for self; shows development of other interests; willingly accepts greater responsibilities.

MATCH THESE

a. stability
b. industrious
c. cooperation
d. self-reliant
e. maturity
f. loyalty
g. leadership
h. forceful
i. judge
j. motivate

_____hard-working
_____grownup
_____teamwork
_____compare
_____dependable
_____energetic, responsible
_____awaken
_____guidance
_____devotion
_____strength

GETTING READY FOR THE JOB INTERVIEW

The interview is important. It is important to the company hiring workers. It is important to you when you look for a job.

The interview is a face-to-face meeting with the man who hires. He will have your application form. He knows what you wrote on that form. But he wants to see if you are the right person for the job.

What you do and say during the interview is important. Follow these interview tips. They will help you when you have an interview.

Be Early. This shows the interviewer that you are prompt. It also gives you time to get ready for your interview. It gives you time to relax before the interview.

Be Neat and Clean. Your hands and nails must be clean. Polish your shoes. Have your clothes clean and pressed. Modest appeal - not under dress/or over dress.

Be prepared. Take your social security card. You may need your birth certificate and driver's license. Your work and school records may be needed. The names of three references should be taken. Use your resume; it can help you get that job.

Go alone. Don't take your parents, relative, or friends along. The interviewer is looking for mature people who can stand alone.

The interview is the place where you can "sell yourself" to the interviewer as being the person for the job you are seeking. This is the time to explain past work record, arrest record, and any other items on the application that may be a question in the interviewer's mind.

Employers often use education as a yardstick in measuring applicants for jobs. Education can often be substituted for experience in qualifying for a job. Employers like educated people.

Go To College If You Can

Many jobs require a college education. College graduates have a better chance to get to the top. If college is not for you, then remember that you can . . .

Earn While You Learn

The best way to learn a skilled trade is through an apprenticeship. It means learning a trade on the job. The apprenticeship is often called "The college education of the skilled trades." To improve your skills . . .

Vocational Training Pays Off

You can acquire specific job skills at your nearest vocational school. This training will give you a head start on your job. If Uncle Sam calls . . .

Profit From Your Military Service

You have a good chance of gaining valuable experience and training in the armed forces which will be useful to you later.

If you are out of school, or just out of the armed services, and want to find a job you like, you can get help at the Wisconsin State Employment Office in your community. In these offices there are trained *interviewers* who can help you to find a job. Or if you don't know what sort of work you want to do, an *employment counselor* will help you select a field of work and develop a plan of action that should lead to a job in the occupation of your choice.

There Are Local Employment Service Offices In The Following Cities

Appleton
Ashland
Beaver Dam
Beloit
Eau Claire
Fond du Lac
Green Bay
Janesville
Kenosha
La Crosse
Lancaster
Madison
Manitowoc
Marinette
Milwaukee
Oshkosh
Racine
Rhinelander
Sheboygan
Superior
Watertown
Waukesha
Wausau
Wis. Rapids

BRANCH OFFICES:
Marshfield
Neenah-Menasha
Platteville
Stevens Point

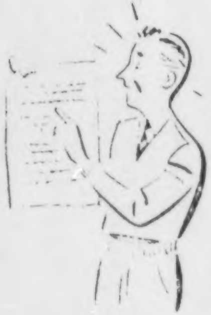
YOUTH OPPORTUNITY CENTERS:
Milwaukee
Madison

WISCONSIN STATE EMPLOYMENT SERVICE

A Division of the
INDUSTRIAL COMMISSION

WISCONSIN STATE EMPLOYMENT SERVICE
DISTRICT STATE OFFICE BUILDING
819 NORTH SIXTH STREET
MILWAUKEE, WISCONSIN 53203
PHONE: 224-4201
WSE

Here's How To Land That JOB!



Prepare For The Interview

Be sure this is the kind of work you want. Then list your qualifications including a complete record of jobs you have had – education – hobbies – school activities. Include experience and training in the armed services.

Speak With Confidence!

Appear interested and talk with enthusiasm – but don't talk too much. Answer all questions honestly and without bluffing. Never say anything on which you will be unable to make good.

Put It In Writing!

Your written application represents you. Make it neat and complete. Include as references names of reliable people who know you well.

Look Sharp!

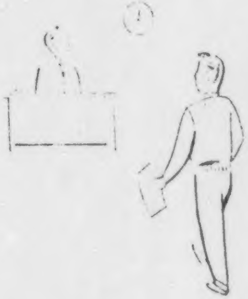
Make a good appearance and when at interview, look alive, alert and interested. Assume a good erect posture. Don't overdress; don't wear loud colors.

Leave Troubles At Home!

Don't talk about your troubles. Be pleasant. Smile!!!

Keep Trying!

Don't be discouraged if the first interview fails. If you didn't present your case well, try again and again. Improve your technique with each attempt. Don't worry if you are nervous – employers understand and make allowances.



Be On Time And Go Alone!

Get to your interview on the dot – busy employers like punctual people. Go alone to the interview. Don't take your parents or a pal. The employer wants to talk to you only.

Win An Argument – Lose A Job!

Don't argue with a prospective employer. You may win the argument but lose the job. And – don't criticize your old boss and the people you used to work with.

When You're Hired!

The employer expects you to:
- Work hard and be on time.
- Learn your job and do it well.
- Obey rules and cooperate with fellow workers.
- Stick long enough to give yourself and the job a fair chance.
- Prepare yourself for advancement.

ABE/TESOL Project NNSD

CECIL SHAW
Group leader

By: Marjorie Sundberg
Lenoulia Croften
Lili H. Morgan
Theresa Lizak

July 4, 1971

ABE/TESOL Project NNSD

Project· To Develop Samples of Teacher-Made Language Arts Materials.

I. The Problem: Two valid charges are made against communications instructional materials in education including Adult Basic Ed.

  A. Much of the instructional material is so white, middle-class oriented that it fails to interest Afro-Americans.

  B. Much of the instructional material lacks relevance. It reflects a white world that doesn't exist even for the Caucasian students in ABE classes.

II. General Goals for the Teacher:

  A. To give up the security of the innocuous grammar book of yesteryear with its answers in the teacher's manual and to create instructional materials that promote the self-esteem and status of Black students by reflecting Afro-American values and life styles. At the same time, this will help all students appreciate the contributions to America that Blacks have made despite slavery and the legalized repression of the Jim Crow system.

  B. To write materials for communications teaching that meet the students' needs for information in job opportunities, homemaking, housing, budgeting, citizenship, and community services available. It is just as easy to supply the missing punctuation for a sentence that says, "The Legal Aid Society office is at 610 North Jackson, Milwaukee, Wisconsin," as it is to work with a sentence that says, "The Fairy State Bank is at 124 North Main Street, Nowhere, Nevada."

C. To use information from Black History and Culture studies and to use current books, magazines and newspapers as resource materials for communications instruction.

III. Specific Behavioral Goals for Students:

A. Sentence Unit

1. Students will be able to recognize and write sentences.
2. Students will be able to recognize statements, questions, exclamations and commands and to supply proper punctuation.

B. Capitalization and Punctuation

1. Students will be able to supply missing capital letters and punctuation to clarify meaning.
2. Students will be able to write notes, letters and reports with clarity and with proper capitalization and punctuation.

IV. Specific Activities

A. Prepare sentence drills for beginning and advanced ABE students.

B. Prepare games and puzzles for language instruction.

C. Prepare short paragraphs for language and reading instruction.

V. Evaluation

A. We have only to check the students' papers to know whether or not they have met the behavioral goals.

B. We must evaluate student interest, understanding and achievement as we create and improve materials by adding and deleting.

Instructional units to be infused with illustrations and examples reflecting Afro-American culture and contributions to American life.

1. "Good" English
    a. Growth of Language
    b. Standard and Non-standard dialects
    c. Formal and Informal Styles
    d. Usage

2. Vocabulary and Meaning of Words
    a. Denotation and Connation
    b. Synonyms, Antonyms, Homonyms

Use drills to promote the development of oral-aural skills

3. Using Words
    a. Loaded Words
    b. Using Figurative Language
        1. Simile
        2. Metaphor
        3. Personification

4. Dictionary
    a. Kinds of Dictionaries
        1. What they will do for you
        2. Skills: Alphabetizing, diacritical marks
        3. Syllabification and Pronunciation

5. Word Forms
    a. Nouns-Plurals and Possessives
    b. Pronoun forms-Subjective, Objective, Possessive
    c. Modifiers-Adjectives and Adverbs
    d. Verb Forms-Tenses-Agreement with subject
    e. Prepositions
    f. Conjunctions

6. Words and Sentences
    a. Sentence fragments
    b. Subjects and Predicates
    c. Phrases and Clauses
    d. Sentence Patterns

Teach sentence patterns with oral-aural instruction and oral and written drill response.

7. Writing
    a. Filling out forms
    b. Business Letters
    c. Friendly Letters
    d. Compositions

8. Research Papers
    a. Using the Library: Locating Information
        1. Card Catalogs
        2. Readers' Guides
        2. Shelving Systems
        3. Pamphlet File
    b. Outlining
    c. Writing the Paper

Identify each sentence and supply missing punctuation marks.

A. Declarative...This sentence makes a statement of fact.
B. Imperative....This sentence issues a command.
C. Exclamatory...This sentence expresses strong feeling.
D. Interrogative.This sentence asks a question.

_____ 1. Who are Ike and Tina Turner

_____ 2. I have a record by Bill Cosby

_____ 3. Lena Horne, Ella Fitzgerald, Ray Charles and Leslis Uggams are popular American singers

_____ 4 Have you ever watched the Flip Wilson show

_____ 5. Joan has a beautiful Afro-American hair style

_____ 6. The Milwaukee headquarters of Black Afro-American Heritage, Inc. is at 4232 North Tuetonia Avenue.

_____ 7. It's too late to watch the Pearl Bailey program

_____ 8. Would you have bet on Ali Muhammad or Joe Frazier

_____ 9. Black Power is a slogan

_____ 10. Do you believe everything the newspapers say about Angela Davis

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SUPPLY MISSING CAPITAL LETTERS

1. Did you know that james weldon johnson wrote the negro national anthem?

2. the contender and lillies of the field were movies featuring Sidney poitier.

3. "i have a dream" is a phrase made famous by dr. martin luther king, jr.

4. phillip a randolph led a march on Washington, D.C.

5. adam clayton powell was a congressman from new york.

6. james w ford was the first black man to run for the office of vice president of the United States.

7. w c handy, father of the blues, was born in Florence, alabama.

8. carl stokes, the mayor of cleveland, was a graduate of western reserve.

9. one of the greatest singers of the century was marion anderson!

10. the first black woman representative was elected to congress in 1968.

Supply missing capitals and punctuation to make this paragraph make sense.

w e b dubois challenged booker t washington over black strategy while the two leaders were debating afro-americans were changing their lives by moving out of the rural south and into the urban north job opportunities during two world wars encouraged the exodus today there are more black americans in the north than in the south

CHOOSE THE CORRECT WORD TO FILL IN THE WORD PUZZLE.

WORDS·

singer

bank

judge

doctor

Bunche

heart

lawyer

FILL IN THE CORRECT WORD TO MAKE THE SENTENCES BELOW COMPLETE:

1. Dr. Daniel H. Williams performed the first successful operation on the human ___________.
2. Thurgood Marshall was appointed Supreme Court ________in 1967.
3. Marion Anderson is a famous contralto ______________.
4. The British Blood ______ was developed by Dr. Charles Drew.
5. In 1950, the Nobel Peace Prize was awarded to Dr. Raplh_________.

Sample sentences that might be used in many language instructional units.

1. Crispus Attucks, a slave, was the first man to die in the American Revolutionary War.
2. Benjamin Bannerker invented the first American striking clock. He also helped to plan the nation's capital, Washington, D.C.
3. William Henry Hastie was the first Black governor of the Virgin Islands.

More sample sentences for language arts instruction...

4. In 1946, Jackie Robinson broke the baseball color line and became the first Black National League player.

5. Dr. Ralph Bunche was awarded the Nobel Peace Prize for bringing peace to the Holy Lands in 1950.

6. In 1967, Thurgood Marshall was appointed a U.S. Supreme Court Judge.

7. Dr. Martin Luther King, Jr. led a successful bus boycott in Montgomery, Alabama. (1955)

8. In 1962, James Meredith became the first Black to enroll at the Universtiy of Mississippi.

9. Dr. W.E.B. DuBois was the first Black to receive the Ph.D. from Harvard University.

10. Black Matthew A. Henson became the first man to stand atop the world in 1901 when he reached the North Pole.

11. The National Association for the Advancement of Colored People, NAACP, was organized in 1909.

12. Marion Anderson is a famous Black contralto singer.

13. Crispus Attucks Day was celebrated on July 3 in Milwaukee, Wisconsin.

14. The first successful operation on the human heart was performed by Dr. Daniel H. Williams, a Black physician.

15. The British blood bank system was developed by Dr. Charles Drew in 1941.

16. Sol Stern's story, "The Call of the Black Panthers," was published in the New York Times Magazine on August 6, 1967.

17. The daughter of Martin Luther King, Jr. is appearing in a New York stage play.

18. Eldridge Cleaver wrote Soul on Ice.

ADDITIONAL TEACHER-MADE MATERIALS

COMPOSITION:

Prepare a picture file. Clip pictures from Life, Ebony, newspapers and posters. The pictures must be large and clear. Students may write poetry, stories or essays to tell what is taking place in the picture. Prepare a tape or record collection of music to inspire thoughts. Have students write to explain what the music is saying or their reaction to it.

READING AND WRITING:

Prepare a unit on Black poetry and prose. Have students prepare their own notebooks. These might include copies of favorite poems, reviews of books and plays, biographies of authors, bibliographies of books they hope to read, and annotated bibliographies of books they have read.

HAIKU:

After a unit on syllabification and pronunciation, share Japanese Haiku with the class. Have students write their own seventeen-syllable poetic expressions to demonstrate their proficiency in counting syllables.

SPEECH:

For "sound" drills, use language Masters, tape recorders or language lab with earphones to be sure the whole class has the needed drill for oral-aural training. For pronunciation and sentence pattern drills, use tele-trainer telephones, role playing, tape recorders, and language lab with earphones. If the whole class needs drill, provide it. If small groups need drill in one or both areas, provide a challenging standing assignment for the rest of the class, and set aside a certain period of time every day for the drill the individuals or groups need.

Dr. Carl James
Instructor

By: Lensulia Croftan

PATTERN PRACTICE OR STRUCTURAL DRILLS FOR DIALECT EXPANSION

1. Simple Presentation

A. He like coffee. NSD
B. He likes coffee. SD
C. The dress look pretty. NSD
D. The dress looks pretty. SD

2. Discrimination

A. Mary buy instant coffee. NSD
B. Mary buys instant coffee. SD
Different

C. John swims well.
D. John swims well.
Same

3. Identification

Yesterday Joe jump on my bike and run away. NSD
Yesterday Joe jumped on my bike and rode away. SD

4. Conversion or Transformation

A. Do you watch television every night?
B. No, I do not watch television every night.
C. Did you enjoy the workshop?
D. Yes, I did enjoy the workshop.

5. Slot Substitution

A. I need a jacket.
coat
dress
hat
sweater

B. Can I help you?
he him
she her
we us
they them

By: Frances Rotter

SAMPLE DRILLS FOR DIALECT EXPANSION

1. Copula Absence

A. Presentation Drill

He old
He is old.

B. Discrimination Drill:

He ugly	He is ugly.
I busy	I am busy.

C. Identification Drill:

Label NNS	Label SD
He slick.	We are tired.
He busy	I am lazy.
They going	She is maried.

D. Translation Drill: S → R

	S	R
$D_1 \rightarrow D_2$	He tired today. →	He is tired today.
	He hungry.	He is hungry.
$D_2 \rightarrow D_1$	The lady is mean. →	The lady mean.
	I am smoking. →	I smoking.

2. Habitual 'be'

A. He always be actin' smart.
He is always acting smart.
He always acts smart.

B.

I be working.	I am working.
I be going to school.	I am going to school.

C.

NNS:	SD:
I be doing housework.	He is studing.
I be sleeping.	He is helping his mother.

D.

$D_1 > D_2$	I be working. →	I am always working.
	He be drinking. →	He always drinks.
$D_1 > D_2$	My cousin is lazy. →	My cousin be lazy.
	My teacher is always mean. →	My teacher be mean.

3. Existential 'It'

A. It is a car in the garage.
There is a car in the garage.

B.

It is my book in the locker.	There is my book in the locker.
It is her purse.	There is her purse.

C.

NNS:	SD:
It is a car in the garage.	There is my house.
It is my book in the locker.	There is her dress in the window
It is her sister in the room.	There is a desk in the room.

D.	$D_1 \to D_2$	It is a radio on the table. →	There is a radio on the table.
		It is a fruit in the bowl. →	There is fruit in the bowl.
	$D_2 \to D_1$	There is the school. →	It is the school.
		There is a train. →	It is the train.

4. Absence of third person singular tense

A.	He come home. He comes home	He have measles. He has measles.
B.	He sleep. He sleeps.	The baby cry. The baby cries.
C.	NNS: He walk. Charles writes a theme.	SD: Barbara looks pretty. It costs two dollars.
D.	$D_1 \to D_2$ He walk to school. →	He walks to school
	$D_2 \to D_1$ She tries hard. →	She try hard

5. Completive

A.	I done forgot it.	I have forgotten it. I forgot it.
B.	I seen it. I done made it.	I saw it. or I have seen it. I made it.
C.	NNS: I done finished it. He done worked yesterday	SD: I have forgotten it. I saw the teacher.
D.	$D_1 \to D_2$ He done it. →	He did it.
	I done finished →	I finished it.
	$D_2 \to D_1$ I saw it. →	I seen it.
	I spoke to her. →	I done speak to her.

6. Ain't

A.	We ain't do that. She ain't sleeping.	I didn't do that. She is not sleeping.
B.	We ain't worked. I ain't worked.	We haven't worked I am not lying.
C.	NNS: I ain't worked They ain't made it.	SD: She has not eaten. She did not like it.
D.	$D_1 \to D_2$ She ain't liking that. →	She did not like it.
	$D_2 \to D_1$ I haven't drive the car. →	I ain't been driving.

7. Multiple Negation

A. They ain't never going to make it.
They are not going to make it.

B. Didn't none of them do their homework. None of them did..
I ain't never going. I am never going.

C. NNS: I ain't never worked. SD: I will not talk.
Can't none of us go. We can not go.

D. $D_1 \rightarrow D_2$ Can't none of us go. → We cannot go.
→ None of us can go.
$D_2 \rightarrow D_1$ I am not smoking. → I ain't never gonna smoke.

8. Negative Auxiliary

A. Can't none of them hit the ball.
None of them can't hit the ball.

B. Can't none of us go. None of us can go.
Didn't none of us do it. None of us did it.

C. NNS: Can't none of us go. SD: None of us can go.
Didn't none of us do it. None of us did it.

D. $D_1 \rightarrow D_2$ Wouldn't none of us like it. → None of us would.....
Can't none of us do it. → None of us can do it.
$D_2 \rightarrow D_1$ None of us can do it. → Can't none of us do it.

9. Pronoun Apposition

A. My girl she dance real good. My girl dances real good.

B. John I don't hardly see him. I hardly see him.

C. NNS: Charles he work hard. SD: Kathy is a good student.
Cecil I don't like him. That lady is a fine person.

D. $D_1 \rightarrow D_2$ John I don't hardly see him. → I hardly see him.
$D_2 \rightarrow D_1$ She dances real good. → My girl she dances real good.

10. Non-Inverted reported Question

A. John asked can she come. John asked if she can come.

B. John asked if she can spell. John asked can she spell.
I wanted to know if she could teach. I wanted to know can she teach.

C. NNS: John asked can she come. SD: He wondered if she were scard.
I want to know can she teach. John asked if she can come.

D. $D_1 \rightarrow D_2$ John asked can she come. → John asked if she can come.
$D_2 \rightarrow D_1$ He wondered if she were scared. → He wondered be she scared.

11. Absence of possessive "s"

A.	that man car		that man's car
B.	Mary book		Mary's book
	the president cabinet		the president's cabinet
C.	NNS: man car		SD: the girl's purse
	the company agent		the teacher's book
	the student desk		Mary's house
D.	$D_1 \to D_2$ that man car	>	that man's car
	$D_2 \to D_1$ the girl's paycheck	>	the girl paycheck

12. Absence of plural "s" on nouns if numberal and noun

A.	fifty cent		fifty cents
B.	two sister		two sisters
	five horse		five horses
C.	NNS: hundred dollar		SD: five dollars
	three desk		four brothers
D.	$D_1 \to D_2$ two ring	>	two rings
	$D_2 \to D_1$ three dresses	>	three dress

13. Doubling

A. Modals - He might could do that
He might be able to do that

Conjunctions - He's here or either there
He is here or there

Comparison - more better
much better

Prepositions - with only but her
with only her

B.	He might could read.		He could read.
	It is here or either there.		He is here or there.
	More better		much better
C.	NNS: with only but her		SD: He could do that.
	much colorful		much better
	here or either there		with only her
D.	$D_1 \to D_2$ with only but him	→	with only him
	$D_2 \to D_1$ He's here or there	>	He's either here or there.

14. The Relative Pronoun

A. I know a man wants to go. I know a man who wants to go.

B. The girl who dresses nicely. The girl dress nice.

C. NNS: I know a teacher like to read.
SD: I know a man who wants to go.

D. $D_1 \rightarrow D_2$ I know a man wants to go. → I know a man who wants to go.
$D_2 \rightarrow D_1$ I know a man who wants to go. → I know a man want to go.

15. Gender of Pronoun

A. I don't know her name, maybe Charles.
I don't know his name, maybe Charles.

B. He a nice girl. She is a nice girl.

C. NNS: She a good boy. SD: Her name is Susan.
He a nice girl. She is a mean lady.

D. $D_1 \rightarrow D_2$ He a nice girl. → She is a nice girl.
$D_2 \rightarrow D_1$ I don't know his name, maybe Charles. → I don't know her name, maybe Charles.

16. "Which" becomes a generalized relative pronoun

A. The man to which I done talked. The man who I talked.

B. That girl to which I'm married. That girl to whom I'm married.

C. NNS: The man to which I done talked.
SD: The man to whom I spoke.

D. $D_1 \rightarrow D_2$ The man to which I dont talked. → The man to whom I spoke.
$D_2 \rightarrow D_1$ The man to whom I spoke. → The man to which I done talked.

17. Loss of Infinitive "to"

A. I told Michael come help. I told Michael to come help.

B. She believed I wanted to help her. She believed I wanted help her.

C. NNS: I told Michael come help. SD: He said she should be able to help.

D. $D_1 \rightarrow D_2$ I told Michael come help. → I told Michael to come help.
$D_2 \rightarrow D_1$ She believed I wanted to help her. → She believed I wanted help her.

LINGUISTIC DRILLS FOR THE IN PROGRAMS FOR ESD DIALECT EXPANSION

By: Catherine Lucas

Four types of drills·

1. Presentation drill - simply present the standard and non-standard sentences for repetition by the students.
2. Discrimination drill - say the same or different pairs of sentences and have students tell whether or not there was a difference.
3. Identification drill - say a sentence and have students tell whether it is standard or non-standard.
4. Translation drill - say a sentence and have the student give the opposite either standard or non-standard.

Drill Applications:

1. CAPULA ABSENCE - ex. He tired.

Presentation drill - He tired.
He is tired.

Discrimination drill - He tired. non-standard
He is tired. standard

Identification drill - He is tired. standard

Translation drill - He tired.
He is tired. (given by student)

2. HABITUAL "BE" - ex. He usually be downtown.

Presentation drill - He usually be downtown.
He is usually downtown.

Discrimination drill - He usually be downtown. non-standard
He is usually downtown. standard

Identification drill - He is usually downtown. standard

Translation drill - He usually be downtown.
He is usually downtown. (given by student)

3. EXISTENTIAL "IT" -ex. It is a boat in the water.

Presentation drill - It is a boat in the water.
There is a boat in the water.

Discrimination drill - It is a boat in the water.
non-standard
There is a boat in the water.
standard

Identification drill - There is a boat in the water.
standard

Translation drill - It is a boat in the water.
There is a boat in the water.
(given by student)

4. ABSENCE OF 3rd. PERSON SINGULAR "S" - ex. He walk.

Presentation drill - He walk.
He walks.

Discrimination drill - He walk. non-standard
He walks. standard

Identification drill - He walks. standard

Translation drill - He walks.
He walk. (given by student)

5. COMPETIVE BEEN OR DONE - ex. I done forgot it.
I been had it for a long time.

Presentation - I done forgot it.
I have forgotten it.
I been had it for a long time.
I've had it for a long time.

Discrimination - I done forgot it. non-standard
I have forgotten it. standard
I been had it for a long time. non-standard
I've had it for a long time. standard

Translation - I done forgot it.
I have forgotten it. (given by student)
I've had it for a long time.
I been had it for a long time. (given by student)

6. AIN'T - ex. I ain't been there.

Presentation drill - I ain't been there.
I haven't been there.

Discrimination drill - I ain't been there. non-standard
I haven't been there. standard

Identification drill - I ain't been there. non-standard

Translation drill - I haven't been there.
I ain't been there. (given by student)

7. MULTIPLE NEGATION - ex. Nobody didn't want to go nowhere.

Presentation drill - Nobody didn't want to go nowhere.
Nobody wanted to go anywhere.

Discrimination drill - Nobody wanted to go anywhere. standard
Nobody didn't want to go nowhere.
non-standard

Identification drill - Nobody wanted to go anywhere. standard

Translation drill - Nobody didn't want to go nowhere.
Nobody wanted to go anywhere.
(given by student)

8. PRIMARY AND MODAL AUXILIARY - ex. Can't none of them go to the show.

Presentation drill - Can't none of them go to the show.
None of them can go to the show.

Discrimination drill- Can't none ofthem go to the show.
non-standard
None of them can go to the show.
standard

Identification drill- None of them can go to the show.
standard

Translation drill - Can't none ofthem go to the show.
None of them can go to the show.
(given by student.)

9. PRONOUN APPOSITION - ex. My son he come real often.

Presentation drill - My son he come real often.
My son comes very often.

Discrimination drill - My son he come real often.
non-standard
My son comes very often. standard

Identification drill - My son he come real often.
non-standard

Translation drill - My son comes very often.
My son he come real often. (given by student)

10. NON-INVERTED REPORTED QUESTION - ex. Jim asked can she go.

Presentation drill - Jim asked can she go.
Jim asked if she can go.

Discrimination drill - Jim asked can she go. non-standard
Jim asked if she can go. standard

Identification drill - Jim asked if she could go. standard

Translation drill - Jim asked can she go .
Jim asked if she could go.
(given by student)

11. ABSENCE OF POSSESSIVE "S" - He ran to John house.

Presentation drill - He run to John house.
He runs to John's house.

Discrimination drill - He run to John house. non-standard
He runs to John's house. standard

Identification drill - He runs to John's house. standard

Translation drill - He runs to John's house.
He run to John house. (given by student)

12. PLURAL "S" ON NOUNS IF A NUMBER IS INCLUDED- ex. She have fifty cent.

Presentation drill - She have fifty cent.
She has fifty cents.

Discrimination drill - She have fifty cent. non-standard
She has fifty cents. standard

Identification drill - She has fifty cents. standard

Translation drill - She have fifty cent.
She has fifty cents. (given by student)

13. DOUBLING - ex. She might could go.

Presentation drill - She might could go.
She might be able to go.

Discrimination drill - She might could go. non-standard
She might be able to go. standard

Identification drill - She might be able to go. standard

Translation drill - She might be able to go.
She might could go. (given by student)

14. RELATIVE PRONOUN LOST - ex. I know a girl want to come.

Presentation drill - I know a girl want to come.
I know a girl who wants to come.

Discrimination drill - I know a girl want to come. non-standard
I know a girl who wants to come. standard

Identification drill - I know a girl who wants to come. standard

Translation drill - I know a girl who wants to come.
I know a girl want to come. (given by student)

15. "WHICH" GENERALIZATION - ex.The person to which I done talked.

Presentation drill - The person to which I done talked.
The person to whom I spoke.

Discrimination drill - The person to which I done talked.
non-standard
The person to whom I spoke.
standard

Identification drill - The person to whom I spoke
standard

Translation drill - The person to whom I spoke.
The person to which I done talked.
(given by student)

16. LOSS OF INFINITIVAL "TO" - ex. I told Jane come see.

Presentation drill - I told Jane come see.
I told Jane to come and see.

Discrimination drill - I told Jane come see. non-standard
I told Jane to come and see. standard

Identification drill - I told Jane come see. non-standard

Translation drill - I told Jane to come and see.
I told Jane come see. (given by student)

17. MIXED PRONOUN GENDER - ex. She a good boy.

Presentation drill - She a good boy.
He is a good boy.

Discrimination drill - She a good boy. non-standard
He is a good boy. standard

Identification drill - She a good boy. non-standard

Translation drill - She a good boy.
He is a good boy. (given by student)

PICKING OUT MAIN IDEA

By: Dora Llanas
Willie Patterson
Barbara Outlaw
Ralph J. Wilde

PROBLEM SITUATION:

The students involved are preparing for the GED test. They can read about 6th grade level, and need practice reading for understanding.

They need the ability to read a paragraph or an article and be able to pick out the main ideas. This will not only help them enjoy life now through reading, but also help them learn in many other basic disciplines.

This can open new worlds to them in awareness of learning.

GOALS:

1. Pass G.E.D. tests
2. Students will be able to pick out the main theme of an article.
3. Students will be able to pick out ideas subordinate to the main idea.
4. The students will receive instruction and self help in following direction.

Method

Paragraph:

In 1936 Adolph Hilter was promenading his Super-Aryans before the world. He was assured by his stooges that Germany's athletes were far superior to those of the rest of the world, particularly the United States. He cleverly convinced the World Olympic Committee that Germany was the place to stage the Eleventh Olympic Games.

The fallacy of this Aryan-supremacy madness perversity was exposed dramatically by a brigade of athletes whom Hitler called "America's Black Auxiliary." Everyone noticed, particularly the one hundred thousand German spectators who saw Jessie Owens win three events, Cornelius Johnson the high jump, and Johnny Woodruff the 400 meters.

Activities:

1. Outline Blanks on Paper to be filled in.

    I. ______________________________

        A. __________________________

        B. __________________________

2. Outline with some blanks filled in.

    I. (given)_______________________

        A. __________________________

        B. __________________________

3. Outline with no blanks given

4. Main Idea multiple choice answers given.

5. Main Idea Given - True-False Answers

6. Main Idea write out.

7. Some words given like "Password"

8. Give answer - they must tell why.

9. Set number of words in answer.

10. Add onto paragraph keeping same theme.

11. Matching of Main Idea with sub topics in Paragraphs. Two lists would be given.

EVALUATION

1. Do they Pass GED Test

2. A. Will they be able to pick out the main idea form additional material.

   B. Will they be able to pick out the main idea of an oral conversation given individually, by radio, T.V., newspaper or other media.

3. Student will be able to match main ideas with subordinate ideas orally or in writing.

4. Student will be able to present directions to others so they may be able to complete given tasks.

Kathy Haskell

DRILLS FOR SIGNIFICANT FEATURES OF DIFFERENTIATION

1. Copula absence

1. She cute NSD Is there a difference?
   She is cute SD What is the difference?

2. He tired NSD He is itred SD Are they the same
   She pretty NSD She is pretty SD or different?

3. He busy Standard or
   He is working non-standard?

4. He happy D_1 (Convert to D_2) He is happy
   He is nice D_2 (Convert to D_1) He nice

2. Habitual 'Be'

1. He always be there.
   He is always there.

2. I be working then.
   I am usually working then.

3. I be sitting here every day.
   I am usually on time.

4. I usually be late. - I am usually late.
   I'm always hungry after work. - I always be hungry after work.

3. Existential 'It'

4. Absence of third person singular "s"

1. He play
   He plays

2. He work in the factory.
   He works in the factory.

3. He shine shoes.
   He shines shoes.

4. He drive the bus. He drives the bus.
   He play in the band. He plays in the band.

SOME MISCONCEPTIONS ABOUT BLACK DIALECT:

1. Blacks are inferior because they do not speak the standard dialect.

2. Blacks are lazy because they drop sounds from the end of some words.

3. The Black dialect is not worth knowing because it isn't recorded in writing.

4. The reason Blacks do not speak standard English is because they are intelligent.

5. Blacks are not language oriented.

6. There are no whites that speak a dialect similar to the Black dialect.

7. There are no linguistic patterns in the Black dialect.

8. The Black dialect has some features of Swahili.

9. Students should be taught never to speak the Black dialect.

10. Speakers of the Black dialect are culturally deprived.

11. The thick lips and tongues of Black people have a great influence on dialect.

12. Blacks would speak the standard dialect but they are unable to hear the differences between their way of speaking and Standard English.

13. The natural speech of all Blacks will never be Standard English. From birth Blacks have an inclination to speak on non-standard dialect.

14. The only difference between the Standard dialect and the Black dialect is vocabulary.

15. Southern whites who have speech patterns similar to Blacks have Black blood in them.

By: Carole Geary
Mary Jane Karp
Fran Rotter

I. PROBLEM

Many students cannot distinguish between the spelling, meaning and usage of the homonyms 'there', 'their', and 'they're' and 'to', 'too', and 'two' from the sound of the word. Also, students do not know the definitions of antonym. homonym and synonym.

II. GOALS

1. To teach the definitions of homonym, antonym and symonym.
2. To teach the spelling, definition and usage of 'to', 'two', and 'too', and their differences.
3. To teach the spelling, definition and usage of 'their', 'there' and 'they're', and their differences.

III. SPECIFIC ACTIVITIES

Word games and puzzles attached.

IV. EVALUATION

Evaluation will be judged in knowledge applied to word games and puzzles. Also attached quiz will test their knowledge. Further use of these words in future compositions, papers, etc. will also test their knowledge.

SPECIFIC ACTIVITIES

Antonym Game

Antonyms are words that are opposite in meaning. Below you will find 36 words each with a blank beside it. From the word list at the bottom of the page, choose an antonym for each word. For example, an antonym for above is below.

1. above ____________
2. against ____________
3. back ____________
4. beg ____________
5. cheer ____________
6. child ____________
7. different ____________
8. dry ____________
9. earlier ____________
10. empty ____________
11. fair ____________
12. flat ____________
13. forever ____________
14. important ____________
15. kind ____________
16. loose ____________
17. melt ____________
18. mix ____________
19. often ____________
20. order ____________
21. rich ____________
22. ripe ____________
23. savage ____________
24. scold ____________
25. share ____________
26. sharp ____________
27. single ____________
28. stupid ____________
29. true ____________
30. ugly ____________
31. useless ____________
32. wake ____________
33. weary ____________
34. whole ____________
35. wrong ____________
36. young ____________

adult
aged
alike
beautiful
below
clever
cloudy
confusion
cruel
dull
for
freeze
front
gentle
give
gloom
green
hilly
incomplete
justice
keep
later
married
needy
praise
refreshed
sleep
satisfied
seldom
separate

temporary
tight
trivial
unreal
valuable
wet

HOMONYM GAME

To the right of the word listed give the homonym. Remember that homonyms are words that sound alike but have different meanings.

1. know ______________
2. made ______________
3. two ________ ________
4. their ________ ________
5. brake ______________
6. capital ______________
7. for ______________
8. one ______________
9. waist ______________
10. week ______________
11. tail ______________
12. fair ______________
13. dear ______________
14. male ______________
15. pail ______________
16. peace ______________
17. night ______________
18. right ______________
19. cent ______________
20. wood ______________

SYNONYM EXERCISE

From the following group of synonyms choose the most appropriate one to use in each of the following sentences. A synonym is a word that is similar in meaning to another word.

forgive
vindicate
exonerate
pardon

acquit
overlook
condone
excuse

1. You should tell the governor to ______________ that criminal.
2. You have hurt my feelings, but I ______________ you willingly.
3. I cannot ______________ his wrongdoing.
4. I shall ____________ you from this class.
5. This evidence will ______________ him from any guilt.
6. Surely the jury will ______________her of murder.
7. He said he would ______________ such minor errors.
8. The new evidence will ______________ his actions.

Hymonym Worksheet: TO, TWO, and TOO

To is a preposition or is used to complete the verb form of the infinitive

Two is the number two (2)

Too is an adverb, means excessive or in addition

Directions: Fill in the blanks with the correct from of the homonym.

1. I want (to) go (too).
2. Harry asked me out (two) nights in a row.
3. I think that I need some extra help in math (too).
4. Switch those (two) light switches on, please.
5. Will you get me a coke (too)?
6. Did you go over (to) Valencia's house last night?
7. I have (two) test papers without any names on them.
8. How many stores did you have (to) go (to) before you found some shoes you liked?
9. I am (too) full to eat any dessert.
10. I have gone (too) far from home and I am afraid that I am lost.
11. Are you going (to) the football game Saturday?
12. I haven't been (too) excited by her course yet.
13. You will need (two) separate pieces of paper for the exam.
14. Have you got (two) pencils?
15. She seems (too) delicate for a good basketball player.

SLANG PUZZLE - SYNONYMS

INSTRUCTIONS: When puzzle is used by student the word in parenthesis would be omitted and the student would be required to fill in the blanks.

1.	(bread)	money
2.	(the man)	policeman
3.	(broad)	woman
4.	(rags)	clothes
5.	(the man)	white man
6.	(pig)	policeman
7.	(dough)	money
8.	(Mr. Charley)	white man
9.	(catting)	hooky
10.	(pimping)	working
11.	(hip)	understand
12.	(shake down)	rob
13.	(mugged)	rob
14.	(gig)	job
15.	(heavy)	smart
16.	(deep)	perceptive
17.	(breeze)	easy
18.	(square)	unpopular
19.	(regular)	same
20.	(hog)	cadillac
21.	(ride)	car
22.	(cop)	get
23.	(dig)	understand
24.	(gas)	great
25.	(jiver)	liar
26.	(right on)	agreement
27.	(crib)	house
28.	(short)	car
29.	(throw hands)	play cards
30.	(cat)	man
31.	(dude)	man
32.	(old lady)	girl friend/wife

Homonym Puzzle: THERE, THEIR AND THEY'RE

THERE is an adverb of location

THEIR is a pronoun

THEY'RE is a contracted form of the verb "they are"

Directions: Fill in the blanks with the correct form of the homonym.

1. (There) is the Mc Kinney's cat across the street.
2. (They"re) painting the Green's house after the game.
3. He wants us to go over to (their) house after the game.
4. (There) is a good program on T.V. tonight.
5. Can you really see that girl clearly sitting in that car over (there)?
6. (They're) going to pick us up around 8:30 P.M.
7. It seems to me (there) is a simple solution to this problem.
8. (Their) records are out-of-date today.
9. (There) seems to be a real understanding between Duane and his parents.
10. (They're) reading more and really enjoying what (they're) reading.
11. (There) aren't many shopping days left for my birthday present.
12. (Their) new car is broken already.
13. (There) are some errands I want you to do before you go out.
14. (Their) phone number has been changed.
15. (They're) going to call us when the chicken is ready.

QUIZ - Homonyms, Antonyms and Synonyms

1. Define the following terms·

   A. Homonym

   B. Synonym

   C. Antonym

2. Fill in the blank with the correct form: their,there, or they're

   A. It is ________ car.
   B. __________ is the desk.
   C. __________ going to the movies.
   D. They packed ________ suitcases because ________leaving tomarrow.

3. Fill in the blank with the correct form: to, too, or two

   A. I am going _____ school.
   B. He is going _________.
   C. The _______ of us will go together.
   D. _________ plus _______ equals four.
   E. __________ means also.
   F. I want _______ thank you ________.

4. Give homonyms for the following words:

   A. know ________________
   B. made ________________
   C. one ________________
   D. wood ________________
   E. right ________________

5. Give synonyms and antonyms for the following words:

		Synonyms	Antonyms
1.	vacant		
2.	thaw		
3.	genuine		
4.	mourn		
5.	stingy		

VI. 7. Professor Jacinto Jenkins

FIELD TRIPS (CO-CURRICULAR ACTIVITIES) TO LOCAL ABE CENTERS

The participants of the ABE-TESOL Institute of UW-M made three field trips as a vital part of their studies for the summer of 1971. These visits greatly reinforced their concepts of ABE programs, brought new viewpoints regarding curriculum and materials, and provided an opportunity for viewing actual TESOL classes in operation.

The first field trip was to El Centro Hispano-Americano which was located at Milwaukee's south side in the heart of the Spanish speaking barrio. Although this center was originally a Spanish center, the ABE program serves speakers of all language backgrounds and offers a home tutoring program along with center classes and classes in outlying areas. The field trip participants observed ESL classes, literacy in Spanish, and saw the operation of an inexpensive, independent unit language laboratory. Everyone was impressed with the abundance of audio-visual equipment and the collection of fine instructional materials. Many of the UW-M students were given the opportunity to talk with students of the El Centro Hispano-Americano in both English and Spanish. The group then visited the driver education classes held at Bruce-Guadalupe School where bilingual instruction was provided to adults from the Spanish speaking community.

The second field trip to the Spanish Outreach Center of the University of Wisconsin-Milwaukee. There were no classes being held that evening, but the institute students were given a fine presentation by the assistant director of the program. He briefly outlined the purpose of the center and some of the future goals.

After this the Institute students and the staff of the center had a roundtable discussion of things relevant to ABE programs and the special concerns of the Spanish speaking community of various areas in the U.S.A. The comments overheard on the bus on the return trip to UW-M campus indicated that this field trip was very informative as well as enjoyable.

The third field trip was to the Opportunity Industrialization Center of Milwaukee. This center was located in a former movie theater which had been reconditioned to meet their needs. The plant was large and spacious as well as very well equiped. Everyone was enthusiastic about the work they were trying to do there. The staff was large and appeared dedicated to their work. It was noted that the majority of the students were black adults, however there was a minority of whites in attendance. The UW-M students were divided into two groups and were taken on a guided tour of the center. Each group was allowed to visit the various classes and were afforded the opportunity to talk with both students and the faculty. After the tour both groups reassembled and met with the administrator, a counselor, and one of the faculty for a question and answer session. It was the general concensus of the group that this center fieldtrip was a revelation of the fine progress being accomplished.

VI. 8. OUTLINES of CONSULTANTS' CONFERENCES

Dean DelliQuadri

UTILIZATION OF FEDERAL, STATE AND LOCAL RESOURCES IN MEETING PROBLEMS OF PEOPLE.

I am attaching the outline that I used in presenting material at the Seminar. As you will note, the outline covers four major breakdowns.

Item No. 1 pertaining to National Organizations. Under this heading I discussed the important element of the federal government and the need to understand and have knowledge about programs in the Departments of Health, Education and Welfare; Labor; HUD; and the Office of Economic Opportunity. These major departments of government are the sources of funding of many programs that operate at the state and local levels such as: welfare programs pertaining to the aged, the partially and permanently disabled, the blind, programs for families and children, social security, unemployment compensation, workmen's compensation, Model Cities Programs, etc.

All of these programs have outlets through State Departments of Public Welfare, Labor, Health and Education, and it is most important to be acquainted with these departments in each state capital. To become acquainted with them it is important to know elective representatives to the State Legislatures and the Congressmen and Senators in Washington. These are valuable resources in getting action and understanding on the numerous programs on health, welfare, and education that affect all citizens. It is also important to know that all counties in the United States have offices pertaining to health and welfare programs as well as education and housing. It is important that one knows the heads of each of these departments where he lives. Each of these departments has directories containing invaluable information regarding programs eligibility or programs rules and regulations governing these programs. For example, in Milwaukee County Mr. Arthur Silverman is the Director of the County Welfare Department located on Vliet Street. This is an enormous department with many programs of financial aid and soical services for people.

The attached outline also indicates the need to know national programs of private organizations as contrasted with governmental organizations. For example, some of the major national private organizations are the Family Services Associations of America in New York City; the National Travelers Aid Association, New York City; Children's Welfare League of America, New York City; the National Social Work Assembly, New York City; the National Mental Health Association, New York City; Volunteers of America, New York City; Salvation Army, New York City. All of these national organizations do have counterparts in every state and in some instances in large cities like Milwaukee. The telephone book does list them. These are a great source of information and help for people with problems.

The outline indicates another item entitled, "State Organizations". I have alluded to these state organizations in above paragraphs and consequently I will not elaborate further here except to say that it is important to know the members of the Governor's office who distrubute information to citizens on health and welfare activities. His office and the offices of your elective representatives can be a great help in understanding the operations of the state government.

A note must also be said in behalf of the national, state and local religious organizations. For example, the Catholics, Lutherans, Jewish and in some instances, Protestants have a network of health and welfare activities that can be of immeasurable aid for people in those denominations who desire to use them. Each of these are well staffed by professional people and can be of help in securing services, financial aid and counseling on problems that confront people. Again, any local telephone directory on council of social agencies can provide a location of these agencies, as well as the church offices in the communities in which you live.

A third breakdown pertains to local agencies that serve people. Again I have mentioned the utilization of local agencies in the above comments. In addition to the above, I think it most important that people know of community chests, community councils, and neighborhood councils in a given community. For example, in Milwaukee we have what is termed the "United Community Services." This program conducts an annual campaign to raise money ($8,000,000) for over 80 different organizations that serve people. This agency is located at 606 E. Wisconsin Avenue. They do have a directory of agencies that is invaluable. It lists the name of the agency, the director, the description of the services offered, and where they receive money. Therefore, one should obtain such a directory from United Community Services. They are also a source of information and referral on any problems in the health and welfare field.

The fourth item in the outline has to do with pending new legislation in Washington. This is important because of the impact that such legislation has on developing services and income for people not only at the poverty level, but in most walks of life. I spent considerable time in discussing the Nixon welfare proposals that are now pending in Congress. If this legislation should happen to pass this year, it will change considerably the manner in which welfare programs are administered. These programs affect over ten million people and it is important to know the changes that will be coming. This, one can learn from newspapers, legislative newsletters from Washington, communications from Social Security offices, Public Welfare Departments and United Community Service organizations. In addition to the above, I did relate the problems we are discussing in health and welfare to some of the personal experiences that I had as a United States representative to UNICEF. These experiences related to the Soviet Union, India, Africa, and well as South American countries.

OUTLINE OF UTILIZATION OF FEDERAL, STATE AND LOCAL RESOURCES IN MEETING PROBLEMS OF PEOPLE

1. Narional Organizations

    A. Federal Government - HEW such programs as: SRS; Social Security Office of Education; HUD; Model Cities Porgrams; OEO; Community Action Porgrams; Headstart; Legal Services; etc.

    B. National Programs - Private Organizations: Family Association of America; National Travelers Aid; Child Welfare League of America; National Social Work Assembly; National Health Association; Common Cause; Religious and military organizations such as: Volunteers of America; Salvation Army; Aging.

2. State Organizations.

    A. Department of Health and Welfare located in the Capitol City - Program areas such as: aged, rehabilitation; blind; children (dependent, neglected, delinquent); adults (welfare, correctional, employment).

    B. Labor Departments and Employment Services

    C. State Legislation and Governor's Office

    D. Private state-wide organizations such as: Catholic; Lutheran; Jewish; schools; mental health and education.

3. Breakdown of Local Agencies.

    A. Public - County Welfare Departments and their programs: Federal agencies such as: OEO; Social Security; Model Cities; Health

    B. Private - Community Chest agencies such as: welfare planning groups; United Community Services, etc.

4. Influence of new legislation in Washington on the above agencies.

Mr. Isidro Villa

ADULT BASIC EDUCATION IN WAUKESHA

A brief history of the spanish-speaking community in Waukesha was presented: this included the first families in 1917 to present.

Industries in Waukesha which hired minority persons are foundries. A survey of each major form indicated that there are over 2,000 workers working in the foundries, many of which are Spanish-speaking and need little or no education. Next a history of Adult Education and Adult Basic Education as exists at Waukesha County Technical Institute was presented. This history goes back to when English was taught to the "foreign born" and Citizenship classes leading to the present Adult Basic Education setup in local elementary schools and the local community center - La Casa de Esperanza.

Adult Basic Education full time administration was explained through the process of recruiting, community contact, in-plant classes in various industries around town and the beginning of a community center. The emphasis here was on community contact and recruitment and knowing the people in the community that are in need of Adult Basic Education.

Next a history of La Casa de Esperanza, Inc. was presented along with the combined efforts of Waukesha County Technical Institute's Adult Basic Education Program and La Casa de Esperanza, Inc. Emphasis here was on expansion of classes through La Casa de Esperanza to meet the needs of the community, holding classes

5 evenings a week plus 5 days a week plus Saturdays.

Next, meeting community needs was stressed. Since it is imperative to know the community, we must also know the needs of the community services leading to specific classes being started, such as sewing, medical self-help, home furnishings, community resources, cooking, and the use of money, including installment buying and credit.

Next, the Adult Basic Education Program was presented as a community service. It included the particular things that have worked in Waukesha, including home-bound tutoring, rides to and from classes, inter-agency cooperation with the following agencies, social services, grade schools, food stamps, and voter registration. Division of Vocational and Rehabiliation, County Health, Legal Rights, 235-502 housing, and baby sitting services for the adults bringing youngsters to class were briefly outlined.

In getting to know the students we must get to know their culture and appreciate it. We must know their home settings, their job, their family, their customs, education, and plans for the future and the problems (both real and imaginary) that they have.

Next the theme was directed to the teachers themselves, asking them to begin looking at their own values, their own customs and their expectations of the students, to understand themselves, their students, the kind of a job the students expect you to do, and meeting the needs of each of the students.

The next item covered was the weakness in the Waukesha County Technical Institute Adult Basic Education Program. This included a good testing program, correct placement, elimination of wide ranges in classes, arbitrary curriculum (what I want you to know!), no job placement or advancement and linking with continual education at a high level.

I. History of Waukesha

   A. First Families 1917
   B. Second W.W.II
   C. Continual migration

II. Industry in Waukesha

   A. Foundries
      1. Grede
      2. Barclay
      3. Cast Products
      4. International Harvester 600+200
      5. Quality Aluminum 150
      6. Waukesha Foundry
      7. General Casting
      8. Wisconsin Centrifugal 650
      9. Accurate Brass 6

III. Adult Education

   A. General Education
      1. Self Improvement
      2. Credit
      3. Adult High School
      4. Hobby

   B. Adult Basic Education
      1. History
         a. English to the Foregin Born
         b. Citizenship
      2. 1965-English as a Second Language
         Spanish-speaking recruited
      3. Classes held in community grade school

IV. ABE full time

   A. Recruitment
   B. Community Contact
   C. Industry (In-Plant)
   D. Community Center

V. La Casa de Esperanza, Inc.

   A. History
      1. All anglo
      2. Community center
      3. Purpose
         Grassroots approach
         Two families (Anglo) to live in
         Spanish-speaking area
         ESL + Economy

4. Voter registration
5. Voice in community government
6. Headstart Program

VI. La Casa + ABE

A. 1968 marriage (ESL) ICE Lab
1. 38 students + 3-3 team
2. Jan. 2, 1968 = WCTI w/ABE funds took over (3days)
3. Pental to La Casa
4. Expansion of classes
M,T,W,TH,F, + SAT.
From P.M. only two days
Math, H.S. Equiv, Driver Ed. (Pri)

VII. Meeting Community Needs

A. Survey (know the community)
B. Classes to meet needs
1. Medical Self-Help
2. Home Furnishings
3. Sewing I, II
4. Foods - Economy + Nourishment
5. Ud. y Su Dinero
6. Community Resources

VIII. What is Adult Basic Education

A. Service Organization
1. Community resources
2. Social Services
3. Food stamps
4. Grassroots voice
5. School participation
6. Voter registration
7. Police & Jail
8. D.V.R.
9. Job equality
10. Housing 325-502
11. County Health Clinic
12. Legal rights
13. Baby Sitting Services
14. Pick up at home
15. Home-bound tutoring

IX. Know your students

- A. Culture
- B. Home setting
- C. Job
- D. Family
- E. Customs
- F. Education
- G. Problems
    - i. Imaginary
    - 2. Real

X. Are you ready?

- A. Do you expect students to be?
- B. Whose values are you reflecting?
- C. Do you know yourself?
- D. Do you know and understand your students?
- E. Are you doing a good job or just collecting your pay?
- F. What do your students expect of you?
- G. Do you expect too much of your students?
- H. Are your students ready for your classes?
- I. How are you placing students?

XI. Weaknesses

- A. Testing
- B. Placement
- C. Wide range in class
- D. Arbitrary curriculum (What I want you to know!)
- E. Job placements and advancement
- F. Continuation w/education

Professor Hiasaura Rubenstein
SUMMARY OF CONSULTATION

The purposes of this talk were to help institute participants: (1) further their understanding of their students as clinets of health and welfare agencies; and (2) consider some of the ways in which they might be of assistance to their students as clients of these agencies.

In the introductory remarks, participants were cautioned against using the forthcomming comments to stereotype students or agencies, either positively or negatively. In addition, because the large health and welfare bureaucracies were to be criticized for their failure to meet the needs of their clients, the participants were also reminded of the general agreement regarding this failure and the widespread governmental and private efforts to effect changes in these systems.

The participants confirmed that most of their students are poor and minority group members. These students were then characterized as "displaced persons" in American society; and the implications of their poverty and minority group status, both for themselves and the larger society, were considered in some detail.

A description of large bureaucracies followed, with emphasis on the demands they make on the patience, self-confidence, and technical skills of both their "front line" staffs and clients.

Hence, the frequent failure of health and welfare bureaucracies to meet the needs of their clients in humane and effective ways is understandable in light of the nature and extent of the social problems with which they must deal, the nature of bureaucracies, and prevailing social attitudes towards poverty and the poor.

Suggested ways that institute participants might help their students included:

1. Learn about and make appropriate referrals to local community groups and/or professional persons who can help their students deal effectively with health and welfare agencies.
2. If necessary and possible, directly assist individual students in their relationships with these agencies.
3. Encourage the school systems which employ them to develop effective working relationships with key agencies and professional persons in the community.

Above all, participants were encouraged to lend their knowledge, understanding, and professional support to those efforts which are directed towards making the changes needed in our social institutions if they are to be genuinely responsive to the needs of all of our citizens.

Professor Robert L. Politzer

TEACHING A FOREIGN LANGUAGE, A SECOND LANGUAGE AND A SECOND DIALECT: SOME DIFFERENCES, SOME NEEDED RESEARCH

Learning a foreign language does not change the basic status of the native language which the learner expects to continue to use in practically all situations. A second language is expected to be used along with the native language usually in such a way that each language is employed in a well defined situation. A similar situation applies in the learning of a second dialect: the home dialect continues to be used' while the second dialect is employed in well defined situations outside the home.

All three types of language learning require the acquistion of new language behavior. In none of the three situations should acquisition of the new behavior imply unlearning or abandoning of the original language of the student. Each of the three situations poses distinct problems with regard to (1) the status to be accorded to the native language or dialect, (2) the definition of the language to be taught and (3) the teaching method to be employed.

(1) In Foreign language learning, the status accorded to the native language or culture is not an issue -- except for the purely methodological question of the use of the native language in the classroom. In second language learning, the problem arises whether continued use of the native language in specific environment (e.g., the home, church, etc.) is beneficial or detrimental to the acquisition of the second

language, and whether the continued use of the native language should be supported for the purpose of reinforcing or maintaining the cultural background and identity of the student. In second dialect teaching, a similar problem arises: Is the maintenance of the first dialect desirable not only for cultural and psychological reasons, but even for the purpose of achieving better competence in the second (standard) dialect?

(2) In foreign language learning, the standard language to be acquired is usually defined in rather gross terms (e.g., "Castilian Spanish," "Latin-American Spanish," "British English"). In second language learning, the language to be taught must be defined much more carefully with respect to the specific social situations in which it is to be used. (E.g., a speaker of Spanish expecting to live in the Middlewest, should probably be taught middlewestern American -- and a native speaker of some language of India acquiring English as a second language, would in most circumstances be well advised to acquire standard "Indian" English, although the latter is quite different from standard American or standard British English). When it comes to acquistion of a second dialect, the definition of the standard to be taught becomes even more complex. Standard American English is difficult to define. American Blacks wanting to learn standard English should probably be taught "Standard Black English" (a variety of standard English which follows the

generally accepted rules of standard grammar and which retains some phonological features of the Black English dialect).

(3) Methodology in second language teaching must emphasize those areas of experience in which the second language is likely to be employed (e.g., the style of speech and vocabulary necessary for functioning in school, or on the job may be more important than those normally employed in the home). Foreign and Second language acquisition should emphasize the functional aspect of language. Learning can be derived directly from the situation in which language is employed. The speaker of a non-standard dialect, however, has usually good receptive competence of the standard language. Teaching of a second dialect should therefore emphasize the medium rather than the message. Overt contrasts of standard and non-standard seems to be the most effect way of teaching the standard dialect.

A great deal of research is needed to clarify specific aspects of the teaching of second languages or second dialects. The suggestions implied in the above comments must be substantiated.

Some hypotheses suggested as topics for investigation include the following:

1. Adults who continue to speak their native language of home acquire the second language (English) better than those who attempt to replace their native language even in the home environment.

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IV. BILINGUAL EDUCATION 3

B. ONE OF THE FOLLOWING or other courses or workshops which seem suitable to the student and advisor:
The following is a partial listing of examples:

[illegible]	Profiles of Culture: Intermediate Sociocultural Analysis
[illegible]	Introduction to Anthropology: Man, Culture and Society
[illegible]	Aboriginal Peoples and Cultures of North America
[illegible]	Peoples and Cultures of Central and South America
[illegible]	Peoples and Societies of the Caribbean
[illegible]	Peoples and Cultures of Africa
[illegible]	Peoples and Cultures of the Pacific
[illegible]	Peoples and Cultures of Asia
[illegible]	Peoples and Cultures of Eastern Asia
[illegible]	Peoples and Cultures of South Asia
[illegible]	Society and Culture of Contemporary Brazil
[illegible]	Language and Culture
[illegible]	The Child in Different Cultures
[illegible]	Applications of Anthropology
[illegible]	Techniques and Problems in Ethnography
[illegible]	Nonverbal Communication
[illegible]	Communication and Developing Nations
[illegible]	Teaching Principles in Linguistic Applications
[illegible]	Measurements: Seminars on Measurements for Minority Groups (Special section of course for Spanish speaking)
[illegible]	Rehabilitation Procedures for Disabled Latin Americans
[illegible]	Awareness: Counseling, Poverty and Urban Cultures (specifically designed to meet needs of teachers of minority groups).
[illegible]	History of the Spanish Speaking Peoples of Anglo America
[illegible]	Latin American History to 1825
[illegible]	Latin American History since 1825
[illegible]	Syntax
[illegible]	Structure of a Language
[illegible]	Introduction to Social Psychology
[illegible]	American Minority Groups
[illegible]	Sociology of Education
[illegible]	Field Methods

NOTE: Students choosing this Area of Concentration may consult Dr. Diana Bartley for advice. Her office number is Enderis Hall 323 and her telephone number is 963-5385. Please phone in advance for an appointment.

2. Adults who live in a monoligual native language environment and work in an English speaking environment, acquire English more easily than those who live in a bilingual environment in which languages are intermingled.

3. Whether or not the native language of the student should be used in the classroom, depends on the student's (and teacher's) attitude toward the native language.

4. In second dialect teaching, the first dialect of the student should be regarded as an important and legitimate vehicle of communication and teaching should emphasize overt contrasts between standard and non-standard dialects.

Programs in teaching standard English as a second language or dialect should concern themselves with continued experimentation for the sake of continuous improvement.

Charlotte Martin State Director ABE

THE ADULT BASIC EDUCATION PROGRAM IN WISCONSIN

I. The Adult Basic Education program within the State of Wisconsin:

In the State of Wisconsin the educational system is governed by two separate agencies, the Department of Public Instruction and the Wisconsin Board of Vocational, Technical and Adult Education. Wisconsin is one of a few states which has this unique educational structure. In 1965 the governor appointed the Wisconsin Board of Vocational, Technical and Adult Education the responsibility of administering the Adult Basic Education program. The structure of the Vocational, Technical and Adult system will be discussed in detail as the unique aspects of each local program is presented.

II. Philosophy and Objectives of Adult Basic Education:

A. The philosophy of the Adult Basic Education program is stated by the U.S. Office of Education in the following quote:

> The investment a nation makes in developing human talent determines that nation's character. For a free society this investment may be the key to its survival.
>
> The planning process in a free society always involves the adult because he has the franchise. No technological tool can replace him or his ability to make judgements. Yet this Nation has not emphasized lifelong learning for the adult decisionmaking population.
>
> Some 24 million adults, 16 years of age and older, with less than 8 years of education have been denied the opportunity to fulfill themselves achieve personal goals, and build into their living the values and aspirations of a free society. A meaningful work role for them is out of the question. They never learned the basic skills --reading, writing, and computing -- needed to get and hold a job. These people are made up partly of that segment identified as "hard-core, unemployed adults," who help fill the welfare rolls. The relationship between these distressing situations and education is well established. Our Nation has not placed priority on developing human potential. This is a fact of life, and an unpleasant one. At this point in history, America cannot continue to forfeit human talent.
>
> In a sense, adult basic education is an educational enterprise which can affect generations. The ugly fact is that most illiterate parents tend to rear illiterate or functionally illiterate children; but the more education an adult has, the more likely he is to encourage and inspire

his children to profit from education. Our experience in America clearly indicates that a step ahead for parents is likely to mean four or five steps ahead for the children--a great and rewarding increase in upward mobility.

These results show that the program of adult basic education has become one of the Nation's positive investments in human resources and quite a bargain compared to costlier negative investments in public welfare for the rehabilitation of wasted lives. In addition to being a sound investment in human resources, Adult Basic Education is an economic investment because it lowers unemployment, decreases welfare rolls, and increases national production and expands the tax base. Moreover, funds previously used to support the needy can be invested in teaching adults the skills required for the occupations of today and the future.

B. The following objectives have been established for the Wisconsin Adult Basic Education 1970-1971 program:

1. To place emphasis upon and provide education for the student who is truly disadvantaged. This emphasis will be directed toward adults who are unemployed or underemployed, and disadvantaged racial or ethnic groups.

2. To continue, to provide assistance in developing on a local level, a curriculum which is relevant to student needs.

3. To develop an evaluation system, on the state and local level, for the Adult Basic Education program. This evaluation system will be designed to measure student progress and growth and overall program effectives.

4. To pursue for adaptation on the state and Local Level creative and innovative plans for teacher training, program development and research.

III. Teacher Training within the State.

A. Objectives

1. Expand an awareness of the significance of ABE.

2. Develop bases for gaining fuller understanding of disadvantaged individuals and groups.

3. Increase the understanding of the unique and complex character of ABE and the requirement of individualized, coordinated and sequential work with disadvantaged adults and out-of-school youth.

4. Increase knowledge of related social services.
5. Provide closely coordinated training for teachers, counselors and supervisors.
6. Develop concrete schemes for integrating individual staff roles into production team efforts and initiate exemplary programs.
7. Increase technical competence of teachers, counselors and supervisors.
8. More effectively relate field practice and University study in ABE

B. Programs designed to obtain teacher training objectives:

1. Enable Externe Program
2. Seminars, University credit courses
3. Special teacher training programs designed

IV. Discussion of Local programs:

A. The attached map shows the eighteen Vocational, Technical and Adult Education districts in the state of Wisconsin. I will discuss with you some of the distinguishing features of the programs within each district. I have prepared in outline form, the geographical area served with a district, the population served and the name and address of the coordinator or supervisor. You may contact this individual if you want to obtain additional knowledge about the program.

B. Programs which will be discussed in detail

1. Adult Learning Center - Kenosha
2. ElCentro A ESL
3. Indian programs

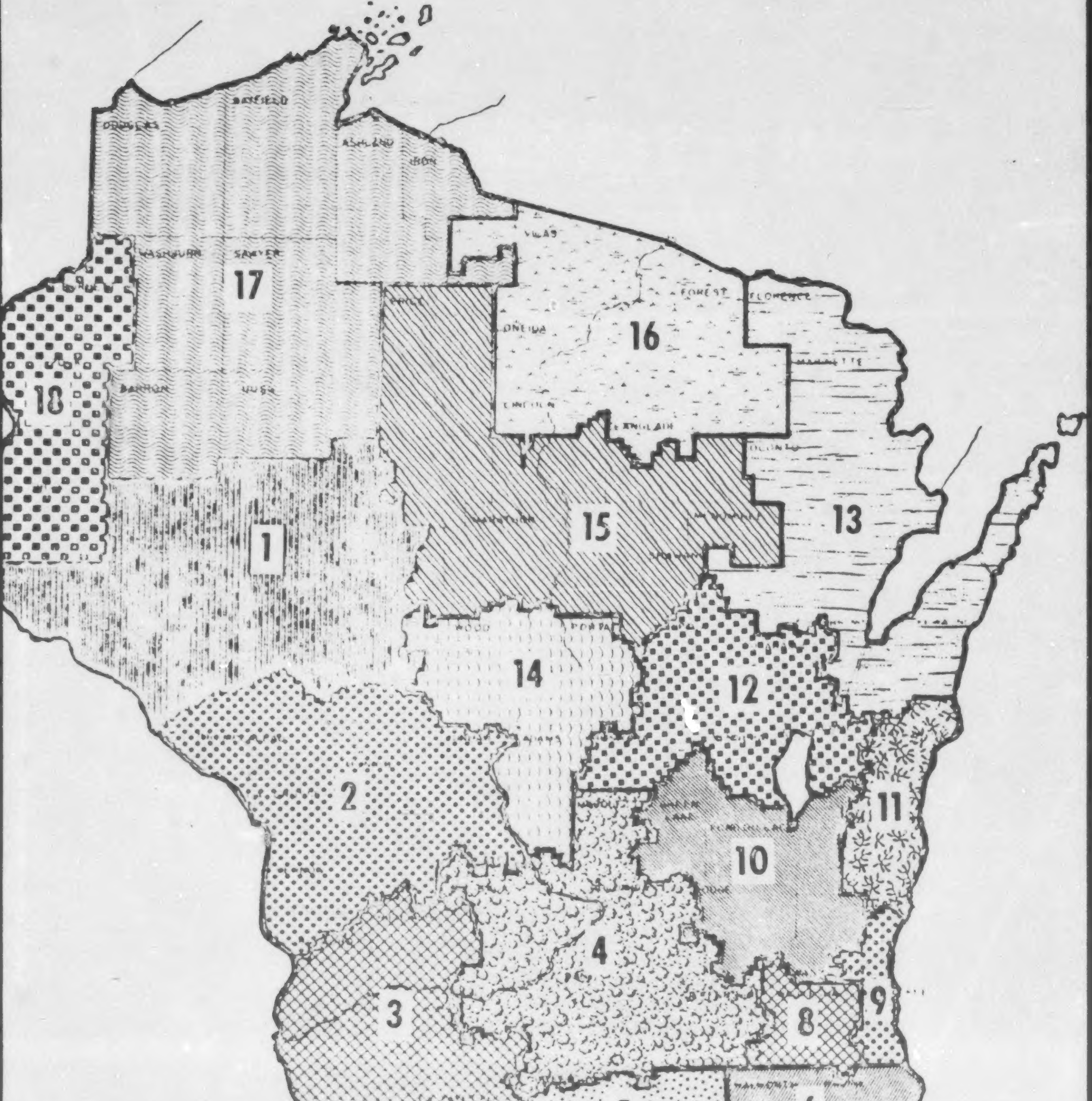
V. Professional Reading in Adult Education

A. Magazines

B. Books

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE I. LEHRMANN
State Director
137 EAST WILSON STREET
MADISON, WISCONSIN 53703


DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
WASHBURN
SAWYER
17
FOREST
FLORENCE
ONEIDA
16
MARINETTE
18
BARRON
RUSK
LINCOLN
LANGLADE
OCONTO
1
15
13
WOOD
PORTAGE
14
12
ADAMS
2
11
GREEN LAKE
FOND DU LAC
10
DODGE
4
9
3
8
5
6
WALWORTH
KENOSHA

WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

APPROVED FOR OPERATION JULY 1, 1971

Mr. Israel Beard
BLACK DIALECT

My lecture began at 8:00 p.m. This was due to some confusion among institute participants concerning commencement time.

I covered three phases in dealing with the dialect problem.

I. The origin of black dialect.

II. Presentation of some concrete examples of the dialect problem.

III. Suggestions of steps to remedy the problem.

I gave them a ten-minute break.

After the break I gave them a demonstration on how the language experience approach could be inculcated in their reading program. I used one of the institute participants as a model.

I demonstrated to them a technique that would enhance their efforts in teaching vocabulary to adults.

I exposed the participants to a technique designed to improve reading comprehension skills.

I conducted a question and answer session. This gave the participants the opportunity to probe deeply in the area of their interest. The session adjourned at 10:00 p.m.

Gordon F. Burgess, M.D.

MEDICAL RESOURCES AND AGENCIES AVAILABLE TO THE ADULT STUDENT

The administrative machinery for the control, organization, and delivery of health care is complex, vast, and difficult to comprehend in its entirety even by those intimately involved in the various health fields. The almost weekly alterations, additions, deletions, and implmentations on national, state and local levels make logical and useful comparision difficult. The resultant perplexity is not improved by administrative overlapping or the alphabetic nomenclature of the many facilities and agencies.

There seems to be a prevalent myth in most communities that these health services are difficult to obtain and are available to a minority of individuals. On the contrary, the medical resources in all areas of physical, mental, and environmental health are readily available to the majority of people.

Because of the impracticality of enumerating and describing the health care facilities nationwide, Wisconsin and Milwaukee will be utilized as a representative model to illustrate the primary resources and agencies available.

I. FEDERAL

A. Medicare-Medicaid Program

1. Title 19:

(a) This program is available to the welfare level low income individual or family in need of medical assistance;

(b) Includes payment of hospital, doctor, dentist, drug, and medical appliance costs;

(c) Information: contact Medicare-Local Service Administration Office or Local Welfare Agency.

B. Office or Economic Opportunity (O.E.O.)

1. Fifty (50) funded neighborhood health centers at present with plans for more. Primarily in large cities in low income areas.
2. The "Outreach Program": To affiliate appropriate social services and environmental health programs to the health centers.
3. Health Centers administered by Community Agencies, non-profit groups, community hospitals, and local health departments.
4. Information: Contact nearest United States Office of Economic Opportunity or local Department of Public Health.

C. Veterans Administration

1. Nationwide availability for treatment of all acute, chronic, and rehabilitation problems with a military service association.

II. STATE, COUNTY, AND CITY HEALTH DEPARTMENTS

1. Each Health Department takes varying responsibilities for health care and disease control in its own area.
2. Each Department (State, County, and City) is autonomous but will provide service, care, or consultation if needed or not available in another health department.

3. The majority of the public health programs include: General Nursing Care; immunization clinics; maternal and child health services; expectant parents' classes; school nursing; T.B. and V.D. testing, treatment, and follow-up. Many units have multiphasic blood testing with computer processing and dissemination of results to personal physician or health center.
4. Information: Contact appropriate health department; e.g. Milwaukee Department of Public Health, Division of Health-State of Wisconsin.

III. STATE, COUNTY, AND CITY HOSPITALS

1. Immediate care for emergency medical or surgical situations is invariably available.
2. Routine medical care and out-patient services available but sometimes delayed due to waiting lists and understaffing.
3. Charges on a per diem or per visit basis and prorated on ability to pay.

IV. COMMUNITY AGENCIES

These facilities vary considerably from one geographic area to another; however, in cities of 25,000 population or over the majority of the described services will be available or appropriate referral can be effected.

A. United Community Services (U.C.S.)

1. 2,500 agencies in U.S.A. and usually located in cities having 25,000 or more people. These agencies provide medical and para-medical services for individuals in a designated geographic area surrounding or adjacent to the agency-city.
2. Local Agencies frequently have different names e.g. United Fund, Health Cursade Fund, etc.
3. All are, at present, privately funded through voluntary contributions solicited from the people of the area serviced.
4. The primary intention and goal of the Agency is to establish priorities in areas of greatest need, and then funding that particular service or services within an existing community organization.
5. The U.C.S. endeavors by appropriate funding of specific needed services to enable the individual or family to become self-sufficient, self-supporting, and independent of the welfare service.
6. For example the United Fund (Milwaukee, U.C.S.) funds services in 65 separate local agencies. Typical of the categories of service and care are:
    a. Homeless and problem children

       .adoption, foster care, and institutional care and treatment

b. Youth Guidance

.social group activities, camping

c. Day Care Programs

.for normal, retarded, and special problem children

d. Family and Individual Services

.Unwed parents, alcoholism, home and housekeeper service, legal counseling, prison rehabilitation

e. Health and Research

.Drug counselling, child care at children's Hospital; visiting nurse association, arthristis care, psychiatric care, maternity care for unwed mothers

f. Rehabilitation

.Curative workshop, handicapped training programs

g. Inner City Youth Serving Agencies (I.C.Y.S.A.)

.Providing work experience and training to disadvantaged youth

7. United Community Services has established a 24 hour telephone information and referral service for anyone requesting aid or information pertaining to any of the 500 existing community agencies whether it is or is not associated with U.C.S. Call UCS

8. Cost of Service: on an ability to pay basis.

V. COMMUNITY HEALTH SERVICES

A. Emergency Care

1. Almost all cities have a private hospital or hospitals in strategic locations to provide 24 hour emergency care and/or referral.

2. Names of such institution can be obtained from the local medical society or police department.
3. Costs: Usually free for service except at County or City hospitals

B. Health Centers

1. Number depends on the size of the community and money available.
2. The type varies from child and maternity care to geriatric care.
3. Each community usually has certain specifically oriented centers; e.g. Guadalupe Center for Spanish-American minorities; Cream City neighborhood Program staffed by black physicians for medical care in inner city.

C. Planned Parenthood Association

1. A national privately funded organization to provide information and service for medically approved techniques and methods of birth control and family planning.
2. Cost: ability to pay

D. Underground Switchboard

1. Staffed by volunteer lay and medical personnel. Referral advice for maternity care, abortion, and drug counselling.
2. No charge: voluntary contributions.

E. The Private Physician

The agencies and medical facilities presented were formulated with a sincere intent to provide quality health and ancillary services to a population segment that might otherwise be denied and deprived. Although the organizational structure is sincere and the service good, it is possible that the establishment of Regional Medical Councils as proposed by H.E.W. (Health, Education, and Welfare) may simplify and consolidate existing programs. If not, they can serve as a single source of information to the individual requesting a particular medical or related need.

It is hoped that this presentation, albeit somewhat didactic, may give a semblance of order and reason to a confusing amalgam of available health services and agencies.

It is further hoped that not only the adult student learn, but that he or she will convey the message and dedicated purpose that underly all these agencies and facilities and so augment them that all may benefit.

VI. 9. and 10. EVALUATIONS (Evaluator: Dr. W. W. Zwirner) and FINDINGS and RECOMMENDATIONS

Evaluation, in order to be of value, has to be twofold: formative and summative. Both types of evaluation were applied throughout the two sessions of the Institute. The report will be broken down under these two headings.

Formative Evaluation

Formative evaluation was an ongoing process of observation, testing and discussions with the participants and teaching faculty. All faculty were extremely cooperative. They first supplied the evaluator with a list of their objectives for the Institute. These were then distributed to the other concerned faculty members. For example, a linguistic set of objectives of the ESD-S, English as a Second Dialect - Spanish, would be given to the linguistic teacher of the ESD-B, English as a Second Dialect - Black, and the linguistic teacher for EFL, English as a Foreign Language, but the set of objectives was also given to the other instructors of the ESD-S group: the workshop leader and the instructor lecturing on culture. Credit also should be given to all faculty for allowing the evaluator to visit their classes at his discretion.

Early during the first session, the linguistic and workshop instructors agreed to construct tests for each respective session which would be used to measure progress made by the participants during the second session.* These tests were pilot tested during the first session. Revision of some of the items was made after an examination of the test characteristics of the results of the pilot study.

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* A copy of the linguistic test is in Appendix 3, exhibit # 4, a copy of the final workshop test is in Appendix 3, exhibit # 5.

Short tests were given by some of the instructors throughout the Institute. These were, if so disired, examined making use of the computor facilities at the University of Wisconsin-Milwaukee.

Meetings with staff allowed changes in procedure and content to be initialized. Students, who were early made aware of the role of the evaluator, contributed through suggestions and criticism to instigate valuable changes.

Use was made of a questionnaire (see exhibit # 6) to give background information on the participants to the instructors. This was made to allow the instructors to adjust their material to the level of competence of the students in their class. It was felt that this information is extremely important for a short, three weeks program.

Summative Evaluation

Summative evaluation of the Institute can be broken down into four parts

1) progress evaluation as measured by the linguistic and workshop tests for the participants of the Institute

2) results of the questionnaire (see exhibit # 7) given to the participants

3) observations by the evaluator

4) results of the follow-up study to be performed in the spring of 1972.

Results of the summative evaluation will be next discussed under the four sections mentioned above.

Test Results

Linguistic Test: The linguistic test was constructed by Drs. R. DiPietro, C. James, and L. Zuck. The first version was pilot tested during the first session, two items were removed and a few others reworded as a result of the psychometric study made.

The revised test was then given as a pre-test on the first day of the second session. The results of this test application allowed the instructors to adjust the level of their presentation to that of their students. The same test was later used in determining the progress made by students during the three week Institute.

Reliabilities as measured by Cronbach's α coefficient, were found to range between .66 and .78 for the post-test. They were predictably lower for the pre-test, ranging between .45 and .68.

Content validity was considered satisfactory by the test-constructors. Items which did not discriminate well between students had been removed.

In order to determine the progress made by students an analysis of variance, repeated measure design, was performed. The data was arranged according to Figure 1.

Figure 1

		Pre-Test	Post-Test
ESD-S G1	S_1		
	S_{16}		

Figure I continued

		Pre-Test	Post-Test
ESD-B G2	S_1		
	S_{16}		
EFL G3	S_1		
	S_{16}		

The model employed is:

$$Y_{ij}k(i) = \mu + \alpha_i + \beta_j + \pi_{k(i)} + \alpha\beta_{ij} + B\pi_{jk(i)} + \epsilon_{k(ij)}$$

where i = 1, 2, 3 group

j = 1, 2 pre and post-test

k = 1, 2 . . . 16 participants

y = represents their scores on the test.

The notation follows closely the usual statistical one used, see for example B. Winer, Statistical Principles in Experimental Design, McGraw-Hill 1962.

The usual assumptions, normality of distributions, homogeneity of variance-covariance was made, groups and tests were assumed fixed, participants as random effects.

The results of the analysis are contained in table 1.

Table 1

SV	df	SS	MS	E(MS)	F
A	2	165.1	82.6	$\sigma_\epsilon^2 + 2\sigma_\pi^2 + 32\sigma_\alpha^2$	21.7
P(A)	30	118.5	3.8	$\sigma_\epsilon^2 + 2\sigma_\pi^2$	
B	1	216.0	216.0	$\sigma_\epsilon^2 + \sigma_{\beta\pi}^2 + 48\sigma_\beta^2$	25.7
AB	2	9.8	4.9	$\sigma_\epsilon^2 + \sigma_{B\pi}^2 + 16\sigma_{\alpha B}^2$	
BP(A)	60	501.1	8.4	$\sigma_\epsilon^2 + \sigma_{B\pi}^2$	

The results of this analysis show that the pre and post-test results are statistically highly significant; in other words, participants increased their knowledge of linguistics, as measured by the test. This bears out the impression of the instructors, and confirms participants' appreciation of the linguistic seminar. Differences between groups were also significantly different. This again confirms the impression faculty got from their observations of the different groups. Table 2 contains the mean scores for the different groups.

Table 2

Group	Pre-Test	Post-Test
ESD-S	13.0	16.1
ESD-B	12.5	14.7
EFL	14.7	18.5

Although in the analysis teacher effects are confounded with group effects, it is fair to conclude that the EFL group had the best background. This is borne out by the results of the questionnaire on their previous experience. This group thus had the best chance to improve, as they indeed did.

Workshop Test: This test was constructed by Dr. J. C. Jenkins and Professors C. Shaw and J. Zuck. A similar approach to the one used by the linguistic test analysis was made. This test consisted of 22 items (see exhibit #5). The model for analysis is the same as reported as formula (1) in the previous section. Similarly, Figure 1 also is applicable for this test.

Table 3 contains the results of the analysis, Table 4 displays the means for the different groups.

Table 3

SV	df	SS	MS	F
A	2	24.6	12.3	3.1
P(A)	30	118.9	3.96	
B	1	145.0	145.0	29.1
AB	2	37.7	18.9	3.79
BP(A)	60	298.7	4.98	

Table 4

Group	Pre-Test	Post-Test
ESD-S	15.8	16.7
ESD-B	15.0	18.0
EFL	15.6	19.4

The interaction AB and main effect A are very close to the critical values. This is due to the small variation which existed in some of the results for the groups concerned. Again the important result concerns the main effect B, the indicator if differences between test results from the beginning of the Institute differ significantly from test results at the end of the Institute. The results bear out the impression of faculty and participants that progress in understanding principles involved in teaching adults had been made. The result is highly significant. Further evidence to the progress made is contained in the workshop reports by the participants. These reports are contained in the final report by the director of the Institute.

Reliabilities for this test ranged between .61 and .79 for the post-test.

It had been planned to perform a multivariate analysis on the linguistic and workshop tests simultaneously. The lack of such a program on the computer facilities at University of Wisconsin-Milwaukee made this impossible. The intercorrelation between the two tests batteries of .49 indicates that a multivariate analysis should be performed.

Questionnaire

An open ended questionnaire was given to the participants at the end of each Institute. An open ended, as against a more structured, questionnaire was preferred to allow for free expression by the participants, since feedback was required which would allow for possible improvements in later Institutes of the same type.

Participants were asked to comment on each section of the Institute as well as on the whole Institute. The discussion will be broken down into the same structure as the questionnaire (see exhibit # 10).

Linguistics

The linguistic lectures were highly appreciated by nearly all participants. They felt that it contributed to their better understanding of language and language teaching. All instructors were praised for their clarity of presentation and involvement. Many participants felt that this portion should have been given more time to allow for a more thorough coverage of content.

Culture

This section was thoroughly enjoyed by most participants. Again, the instructors were lauded for their knowledge, method, and style of presentation. Some observed that less time should be given to historical accounts.

Workshops

The usefulness of these was more appreciated during the second Institute. Projects it was felt contributed valuably to their education and preparation in language teaching. Considerably misgivings were expressed about one of the instructors. Considerable difference of opinion existed between the time allotment for this part of the Institute.

Microteaching

This part of the Institute was generally appreciated. The caliber of the instructors was good. The amount of time given to microteaching though, it was generally felt, could be reduced since nearly all teachers had previous teaching experience.

Consultants

A wide variety of opinions were expressed on the use of consultants in this Institute. The over-all complaint was that the timing (12 - 1 p.m.) was tiring. Evening lectures were well attended and appreciated. Participants expressed the opinion that they would like to make more extensive use of consultants. Professional consultants from the community proved to be valuable.

Field Trips

Generally enjoyed by all who attended. Most participants would have liked to see these trips combined with some sightseeing in and around Milwaukee.

Overall

Nearly all participants expressed their appreciation for the Institute. It was considered an efficiently run, well organized, and worthwhile undertaking.

Follow-up Study

It is felt important that such a study be performed to get feedback as to the long term value of such an Institute. Dr. Bartley in the Proposal suggests that one of the major contributions of such an Institute is the development of leadership potential. If such has been done then this would show itself in the instigation of new programs in their community, the attending of further courses, buying and studying of books on linguistics and culture; the use of microteaching in school settings.

It is hoped that a follow-up questionnaire would allow us to judge if leadership qualities had indeed been developed. It has to be recognized that mail order questionnaires do not usually enjoy a high return rate.

Evaluator Comments

These comments are based on the data presented as well as on the observations made during the Institute.

The linguistic lectures were worthwhile and should be expanded if possible. The culture lecturers should be cautioned to avoid historical accounts. Historical accounts should only be introduced as a setting to allow a deeper examination of the problems that the different groups, blacks and Spanish dialect groups, face in our society. The culture lectures for the EFL group could be changed. EFL means an assortment of different cultural backgrounds. This group could lend itself for experimentation: for example, giving anthropological lectures or use of computers in second language teaching.

Microteaching should be interspersed during the whole Institute to allow students to prepare and then try material out during the seminar. It is not necessary to have whole sections of time blocked out for microteaching. Most participants felt that they gained through attending these sessions.

Workshops were no doubt of value. The time allotment could have been less though, giving individuals time to consult the linguistic or culture professor on some aspects of the projects they planned.

The consultants were not used as fully as could have been the case. Participants were given the chance to meet consultants individually, but did so only after consultants' conferences. Noon-time lectures proved difficult to attend. A different scheduling approach should be considered, perhaps in the evening. Evening lectures were successful.

The field trips proved worthwhile and interesting.

The Institute was overall well planned and executed. It can't be stressed too much that a tremendous amount of material had indeed been covered in the different sections. Suggestions for other institutes would include: a questionnaire to be mailed to participants previously to admittance; a brochure outlining prices and living conditions at the place of the institutes; a few days (2 or 3) previous to the institute in which faculty members should prepare a list of objectives and a syllabus previous to coming to the institute. The implication of this is that the funding would have to be made early so as to allow staff to contact prospective participants at least one month before the institute starts.

VII. APPENDICES

VII. 1. PUBLICITY

TELEVISION PROGRAMS

Tuesday, June 29

Channel 4, WTMJ
Milwaukee, Wisconsin
6 o'clock and 10 o'clock
evening news

Friday, July 9

Channel 12, WISN
Milwaukee, Wisconsin
6 o'clock and 10 o'clock
evening news

Thursday, August 5

Channel 6, WITI
Milwaukee, Wisconsin
twelve o'clock noon news

DISSEMINATION

Two conventions, fall and winter 1971, will be attended by faculty of the Summer 1971 Institute. The program of the 1971 Summer Institute in Adult Basic Education held at the School of Education, University of Wisconsin-Milwaukee will be presented as a model program.

Those faculty attending:

Prof. Diana E. Bartley	University of Wisconsin-Milwaukee
Prof. Robert J. DiPietro	Georgetown University
Dr. Gordon F. Burgess	Columbia Hospital, UW-M Consultant
Miss Maryann McKay	Stanford University

Conventions to be attended are:

1) American Council on the Teaching of Foreign Languages (ACTFL) November 25-8, Chicago.

2) Teaching English to Speakers of Other Languages (TESOL Convention) February 21-6, Washington, D.C.

In addition, articles for publication are being prepared and the final report is all inclusive.

THE MILWAUKEE JOURNAL Sunday, June 13, 1971

UWM to Hold Institutes for Teachers of Adults

Two institutes for instructors who specialize in teaching inner city adults will be held at the University of Wisconsin — Milwaukee this summer.

The institutes will stress ways to help adults who speak either a foreign language or nonstandard English.

Mrs. Diana E. Bartley, assistant professor of curriculum and instruction, will be in charge.

"We're going to expose the teachers to a broader area of experience," Mrs. Bartley said. "The teachers have to have an all-around education — they need to know the language characteristics, the historical background and the environment of the students."

Seventy-two teacher trainees will take part, studying under the direction of 24 supervisors and a group of visiting faculty members.

Institute participants and supervisors all teach standard English as a second dialect or English as a foreign language, or adult education courses to inner city adults. Their aim is to help these adults meet educational requirements and gain language facility so as to obtain jobs.

A $100,000 grant from the United States Office of Education will support the program. The institutes will be held from June 21-July 9, and July 19-Aug. 6.

UWM Gets $100,000 For Core Teaching

Milwaukee Sentinel, June 26, 1971

THE UNITED STATES Office of Education has given $100,000 to the University of Wisconsin — Milwaukee for a program helping teachers of inner city adults gain an added insight into the cultural and sociological background of their students.

The UW Board of Regents will act on formal acceptance of the grant at its July meeting.

The program is aimed primarily at teachers of adults who are unable to read or write English. A total of 72 teacher trainees and 24 supervisors from 48 states will participate in the series of institutes this summer.

THE PROGRAM is directed by Mrs. Diana E. Bartley, assistant professor in the Department of Curriculum and Instruction.

In addition to conferences by visiting professors, the trainees will visit the Spanish Speaking Center, the United Migrant Opportunity Services, such programs at UWM as the High School Equivalency program, Upward Bound, High Impact and educational institutions in the city.

Among the visiting faculty will be Prof. Robert J. DiPietro, School of Languages and Linguistics, Georgetown University, and Prof. Carl James, Department of Linguistics, University College of North Wales, Bangor, North Wales, Great Britain.

188b.
June 14, 1971 bl

uwm
ews release

$100,000 GRANT WILL SUPPORT UWM INSTITUTES FOR TEACHERS

MILWAUKEE--More than pure technical skill is needed by the teacher of inner ity adults who are illiterate in English.

These adults, who speak a foreign language or non-standard English, see their eachers as authority figures, as fountains of all knowledge.

They ask all types of questions of the teacher--where to find a doctor, what ocial welfare resources are available, what school is best for their children. So the eacher needs an added insight into the cultural and sociological background of their tudents.

Two three-week institutes at the University of Wisconsin-Milwaukee will harpen the skills of these already experienced teachers.

For the first time, micro-teaching methods will be used in Institutes for Adult asic Education and Teaching English to Speakers of Other Languages. The institutes ill be held from 8:30 a.m. to 5 p.m. June 21 through July 9 and July 19 through Aug. 6 n Engelmann Hall Rooms 118, 121, 125, 135, and 146.

A $100,000 grant from the U.S. Office of Education will support the program, hich will be directed by Asst. Prof. Diana E. Bartley, Department of Curriculum and nstruction. A total of 72 teacher-trainees and 24 supervisors, from 48 states, and a roup of visiting faculty will participate.

The UW Board of Regents will act on formal acceptance of the grant at its July eeting.

"We're going to expose the teachers to a broader area of experience," said Mrs. artley. "The teachers have to have an all-around education--they need to know the nguage characteristics, the historical background and the environment of the students."

In addition to the innovation of the micro-teaching methods a combination of ther approaches is planned, including:

--Cooperation with the Training of Teacher Trainers (TTT) program, which is esigned to improve training programs for teachers, supervisors, and shcool administrators.

--Cooperation with Adult Basic Education supervisors, who will contribute their kills and knolwedge to the trainees, while learning the technicial skills of supervision s applied to standard English and non-standard dialects.

Micro-teaching employs small audio-visual taping instruments to record a particular teaching segment. The segment is replayed to the teacher-trainee while upervisors make suggestions for improvement. The trainee sees her mistake more

(MORE)

eadily on video tape and is more receptive to changing her teaching behavior.

Institute participants and supervisors all teach Standard English as a Second Dialect or English as a Foreign Language or Adult Basic Education courses to inner-ity adults who have not reached an educational equivalency beyond eighth grade. hese adults may speak foreign languages or a non-standard dialect of English and ecause of this they are socially stigmatized or, in effect, barred from obtaining a uitable job.

There are 24 million adult Americans who have had less than eight years of ormal schooling, according to statistics from the Office of Economic Opportunity. Of these, 16 million are considered functional illiterates and 11 million of the 16 illion are living in extreme poverty.

To make the teacher-trainees sensitive to these problems, conferences on edical resources and social welfare agencies will be offered at the UWM institutes.

The conference on medical resources will be conducted by Dr. Gordon F. urgess, chief of obstetrics and gynecology, Columbia Hospital. That on social elfare agencies will be presented by Dean P. Frederick DelliQuadri, UWM School of ocial Welfare, and a conference on welfare clientele-employer relationships will be iven by Hiasaura Rubenstein, UWM School of Social Welfare.

Individual conferences will also be given by Israel Beard, Administrator, Adult ducation Programs, Milwaukee Technical College; Miss Charlotte Martin, Wisconsin tate Director of Adult Basic Education; and Isidro Jose Villa, Director, Adult Basic ducation, Waukesha Technical College.

Participants will also visit the Spanish-Speaking Center, the United Migrant pportunity Services, such programs at UWM as the High School Equivalency rogram, Upward Bound, High Impact, and TTT, and educational institutions in the ity.

Much of the institute will be based on research material prepared by Mrs. artley, who has published widely in the field of applied linguistics, and Professor obert L. Politzer, while at the Stanford (University) Center for Research and Devel-pment in Teaching. Politzer, an internationally known expert in applied linguistics, ill be consultant to the Institute in the field of English as a Second Language. He as published more widely in the field than any other scholar, according to Mrs. artley.

Among the visiting faculty will be Prof. Robert J. DiPietro, School of Languages nd Linguistics, Georgetown University, and Prof. Carl James, Department of Linguis-cs, University College of North Wales, Bangor, North Wales, Great Britain.

# # #

Page 6 UWM POST June 23, 1971

Institute to instruct teachers of illiterates

More than pure technical skill is needed by the teacher of inner city adults who are illiterate in English.

These adults, who speak a foreign language or "broken" English, see their teachers as "authority figures." They ask all types of questions of the teacher--where to find a doctor, what social welfare resources are available, what school is best for their children. Therefore, the teacher needs an added insight into the environment of his students.

Institutes for Adult Basic Education and Teaching English to Speakers of Other Languages will be held from 8:30 a.m. to 5 p.m. June 21 through July 9 and July 19 through Aug. 6 in Engelmann rooms 118, 121, 125, 135, and 146 to sharpen the skills of already experienced teachers.

A $100,000 grant from the US office of education will support the program, which will be directed by assistant professor Diana E. Bartley, department of curriculum and instruction. A total of teacher-trainees and 24 supervisors, from 48 states, and a group of visiting faculty will participate.

The UW board of regents will act on formal acceptance of the grant at its July meeting.

"We're going to expose the teachers to a broader area of experience," said Mrs. Bartley . "The teachers have to have an all around education -- they need to know the language characteristics, the historical background and the environment of the students."

A combination of approaches is planned, including:

"Micro-teaching," which emplys small audio-visual taping instruments to record and replay for criticism a particular teaching segment.

Coperation with tho training of teacher trainer (TTT) program, which is designed to improve training programs for teachers, supervisors, and school administrators.

Cooperation with ABE supervisors, who will contribute their skills and knowledge to the trainees, while learning the technical skills of supervision as applied to standard English and non-standard dialects.

There are 24 million adult Americans who have had less than eight years of formal schooling, according to statistics from the office of economic opportunity. Of these, 16 million are considered functional illiterates and 11 million of the 16 million are living in extreme poverty.

To make the teacher-trainees sensitive to these problems, conferences on medical resources and social welfare agencies will be offered at the institutes here.

The conference on medical resources will be conducted by Dr. Goon F. Burgess, chief of obstretrics and gynecology, Columbia hospital. The social welfare agencies discussions will be presented by Dean P. Frederick DelliQuardi, school of social welfare, and a conference on welfare clientele-employer relationships will be given by Hiasaura Rubenstein, school of social welfare.

Individual conferences will also be given by Israel Beard, administrator of adult education programs, Milwaukee Technical college; Miss Charlotte Martin, Wisconsin state director of ABE; and Isidro Jose Villa, director of ABE, Waukesha technical college.

1206

$100,000 supports UW-M teacher institute

More than pure technical skill is needed by the teachers of inner city adults who are illiterate in English.

These adults, who speak a foreign language or nonstandard English, see their teachers as authority figures, as fountains of all knowledge.

They ask all types of questions of the teacher - where to find a doctor, what social welfare resources are available, what school is best for their children. So the teacher needs an added insight into the cultural and sociological background of their students.

Two three-week institutes at the University of Wisconsin-Milwaukee will sharpen the skills of these already experienced teachers.

For the first time, micro-teaching methods will be used in institutes for Adult Basic Education and Teaching English to Speakers of Other Languages. The institutes will be held from 8:30 a.m. to 5 p.m. June 21 through July 9 and July 19 through Aug. 6 in Engelmann Hall Rooms 118, 121, 125, 135, and 146.

A $100,000 grant from the U.S. Office of Education will support the program, which will be directed by Asst. Prof. Diana E. Bartley, Department of Curriculum and Instruction. A total of 72 teacher-trainees and 24 supervisors, from 48 states, and a group of visiting faculty will participate.

The UW Board of Regents will act on formal acceptance of the grant at its July meeting.

"We're going to expose the teachers to a broader area of experience," said Mrs. Bartley. "The teachers have to have an all-around education - they need to know the language characteristics, the cultural background and the environment of the students."

In addition to the innovation of the micro-teaching methods a combination of other approaches is planned, including:

--Cooperation with the Training of Teacher Trainers (TTT) program which is designed to improve training programs for teachers, supervisors, and school administrators.

--Cooperation with Adult Basic Education supervisors, who will contribute their skills and knowledge to the trainees while learning the technical skills of supervision as applied to standard English and non standard dialects.

Much of the institute will be based on research material prepared by Mrs. Bartley, who has published widely in the field of applied linguistics, and Professor Robert L. Politzer, while at the Stanford (University) Center for Research and Development in Teaching. Politzer, an internationally known expert in applied linguistics, will be consultant to the Institute in the field of English as a Second Language. He has published more widely in the field than any other scholar, according to Mrs. Bartley.

Among the visiting faculty will be Prof. Robert J. Dipietro, School of Languages and Linguistics, Georgetown University, and Prof. Carl James, Department of Linguistics, University College of North Wales, Bangor, North Wales, Great Britain.

WISCONSIN
Press Association
110 East Main Street
MADISON, WIS. 53703
Clipping Bureau Division

Mequon Squire
JUN 24 1971

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MILWAUKEE SENTINEL

★ ★ ★ FINAL TUESDAY MORNING, JULY 27, 1971

188 H

Tradition Charts Life-Style

By DOROTHY AUSTIN

ONE OF THE NEW breed of young college professors is Mrs. Diana Bartley, director of an adult education institute for the teachers of inner city adults at the University of Wisconsin—Milwaukee. She is a careerist, wife, mother and community volunteer.

—Sentinel Photo

VEN IN AN increasingly y and streamlined world, which home and career hobbies are closely inter- ned, family tradition plays gnificant role. This is the e for Diana Bartley, direc- of an adult education in- ute for teachers of inner adults at the University Wisconsin—Milwaukee summer.

ividly attractive in a cot- print, her hair impeccably fed, Mrs. Bartley resem- d no stereotype either of college professor or the urban homemaker, both es she enjoys.

his, in fact, was what she s trying to say, as she ked on the terrace of Mar- a House, where she has office.

he was not acting out one's stereotype. She was self, an individual and y much a woman.

UT THE FAMILY tradi- ns which were there, all e way along, helped her d her way to a rewarding

irst, the feeling in the ily that languages were ortant, that was one. t prompted the fluency in nish, the family's second guage, and French, ac- red in France and brushed in Canada, and Italian, ich came along later. And sian, German and Portu- ese, later still.

ext, the emphasis by her her, an international cor- ate lawyer, and her moth- who also had been an hon- student, that a good edu- ion was paramount.

hat prompted the varied d expensive international cation, ranging from Ro- mont College, Rosemont, , to Laval University, Que- and Fordham University, w York, to the University Fribourg in Fribourg, itzerland in her under- duate days.

ater this tradition, which lied equally to boys and s in her family, led to a ster's degree in Spanish at dlebury College, Middle- y, Vermont, to summers the University of Madrid for Spanish, and at the University of Florence for Italian Studies; eventually to a Ph.D. in foreign language education at Stanford University, Stanford, Calif.

BUT A GOOD education itself was not enough, the family maintained. It must be put to use, for the community and the country. That was why her mother, who was active as a volunteer among the Spanish speaking people, indoctrinated her thoroughly in the spirit of volunteer service.

And it was also why her father took her aside after her debut in New York City in 1956.

"All right," he said, "this is fine, you're going to have a lot of parties. But this is just one side of life. The other and more important is the education you will get and the contribution you will make to the world."

Mrs. Bartley remembers her father's words and feels they gave her life direction. She also feels that her impulse to serve the community is shared by many other young women on college faculties, and by institutions like UWM with its adult education institutes.

"There were many other young women just like me in the Ph.D. program at Stanford," she said. "We felt that community service was an important part of faculty life, just as exciting and significant as the research and writing, and an important function of a university."

THERE WAS ANOTHER family tradition which she also cherishes and hopes to part along. It was not as important as the first perhaps, but it has added a great deal of pleasure to her life.

"And that was the hope chest idea," she said. "In every Spanish family of means, the daughter is given a hope chest at 16. Every occasion and every year, hand embroidered linens are added to it, so that by the time she is married, she has all the lovely linens she will need."

Diana Bartley aims to have a well rounded life, in which her career is an important but not the only consideration.

"To be a professor these days, you do not need to give up or to minimize any of the other things which may make life worthwhile for a woman," she said.

But the prerequisite is, you have to be well organized.

MRS. BARTLEY maintains, and adds that many of her young colleagues agree, that a woman who is well organized can be a professor, good cook and hostess, mother and wife, and community volunteer as well.

She is putting these views into practice, with volunteer service for the Milwaukee Symphony League, the Opera Club, and the American Field Service. She and her husband, Russell H. Bartley, a specialist in Latin American history at UWM, also are sports oriented, given to sailing in the summer and skiing in the winter. They have a baby, Russell Christian Manuel, 10 months.

Women's liberation notwithstanding, Mrs. Bartley has no hesitation whatever in puttihg her husband's career first.

"Oh, there's absolutely no question about that," she said with a light laugh and a pretty gesture. "We do go job hunting together, but if it came right down to it, and he had an excellent offer at a university which did not have a place for me, I could always find something to do with my Ph.D. He is becoming well known and has published more than I have."

188I

rs. Bartley heads English program

gh the support of
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authority figures, as
of knowledge.
artley and her husband
ho is also a professor
reside on Highview
equon. She did her
raduate work at
t College, Pennsylvania,
r major was French. In
earned her master's
Middlebury College. In
Mrs. Bartley studied at
ersity of Madrid, the
g year (1963) she
the University of
Florence, Italy. In
70, she received her
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Mrs. Diana E. Bartley

English as a second dialect or English as a foreign language or adult basic education course to inner city adults who have not reached an educational equivalency beyond eighth grade. These adults may speak foreign languages or a non-standard dialect of English and because of this, they are socially stigmatized or, in effect, barred from obtaining a suitable job.

There are 24 million adult Americans who have had less than eight years of formal schooling, according to statistics from the Office of Economic Opportunity. Of these, 16 million are considered functional illiterates and 11 million of the 16 million are living in extreme poverty.

To make the teacher trainees sensitive to these problems, conferences on medical resources and social welfare agencies were offered at the UWM institute. Counselors from other than educational fields were used in order to profit from other professional fields which can also make a major contribution to adult basic education. Dr. Gordon F. Burgess, chief of obstetrics and gynecology, Columbia hospital, moderated the conference on medical resources. Dean F. Frederick DelliQuadri, UWM School of Social Welfare, directed the program on social welfare agencies, and Dr. Hiasaura Rubenstein, UWM School of Social Welfare, headed the conference on welfare clientele-employer relationships.

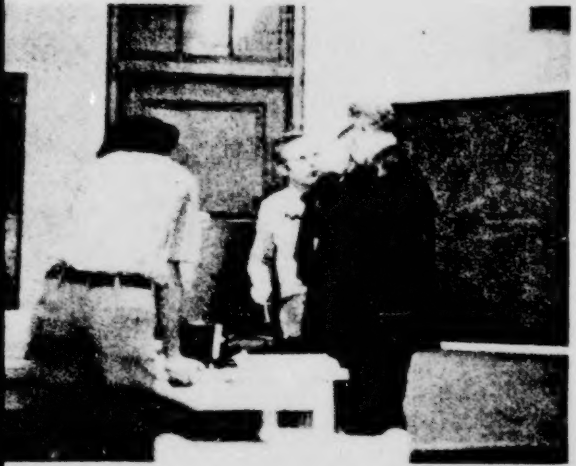
Participants also visited the Spanish Speaking Center, the United Migrant Opportunity Services, and other such programs as UWM High School Equivalency, Upward Bound, High Impact, and other educational institutes in the city.

Much of the institute was based on research material prepared by Mrs. Bartley, who has published widely in the field of applied linguistics, and Professor Robert L. Politzer, Stanford University Center of Research and Development in Teaching. Mr. Politzer, an internationally known expert in applied linguistics, was consultant to the institute in the field of English as a second language. He has published more widely in the field than any other scholar, according to Mrs. Bartley.

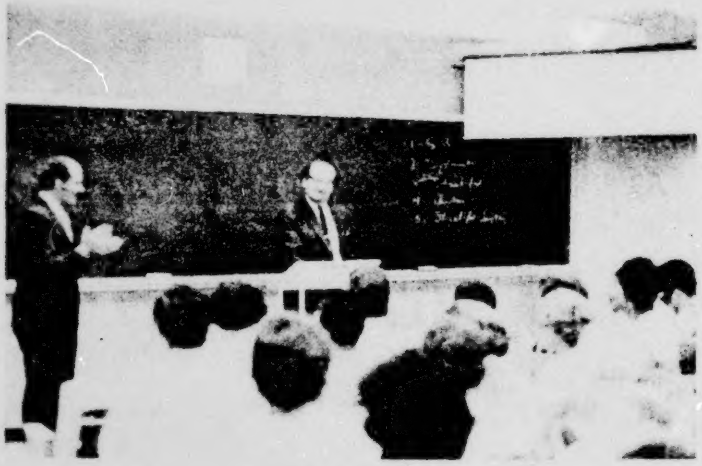
Among the visiting faculty were Professor Robert Di Pietro, School of Language and Linguistics, Georgetown University; Professor Carl James, Department of Linguistics, University College of North Wales, Bangor, North Wales, Great Britain. Professor J. Clark Jenkins, Professor Walter Zwirner,. University of Calgary, Alberta, Canada, and Miss Maryann McKay, Ph.D. candidate, Stanford University, were other members of the institute's staff. The institute will be represented at various national professional conventions. At these conventions the work which was accomplished this summer will be discussed in order that these accomplishments can be used as a model for other programs throughout the United States. The role and contribution which can be made by performance within the community to these programs will be reviewed by all of the participating staff.

Prof. Diana E. Bartley
Director

Miss Maryann McKay
Administrative Assistant

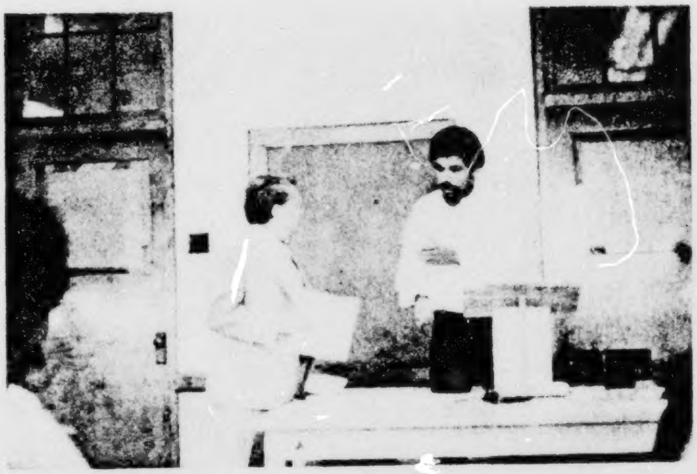


Prof. Carl James (c)
and
Prof. Art Schoeller, C&I (r)



Prof. Robert DiPietro (l)
and
Prof. Robert Politzer (c)

Miss Charlotte Martin
Consultant



Prof. Walter Zwirner (l)
and
Prof. Arnold Mitchem (r)

Mrs. Robert Politzer (l)
and
Judith and Phyllis Nelson (r)

Mr. George Carter (l)
and
Mr. Cecil Shaw (r)

Mr. Erasmo Beltran (l)
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Prof. and Mrs. R. Politzer (c)

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* Those asterisked are Supervisors.

VII. 3. EXHIBITS

Exhibit: 1A

The University of Wisconsin–Milwaukee

MILWAUKEE, WISCONSIN 53201

● SCHOOL OF EDUCATION

AREA CODE 414

(Date)

This is to certify that ___________________________

has attended the ABE-TESOL Institute at the School of Education, University of Wisconsin-Milwaukee from June 21, 1971 through July 9, 1971, and has received an equivalent of three (3) units at the Graduate Level.

____

Diana E. Bartley
Project Director

____

Richard H. Davis
Dean

1B.

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

AREA CODE 414

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(Date)

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Diana E. Bartley
Project Director

____
Richard H. Davis
Dean

IC.

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

• SCHOOL OF EDUCATION

AREA CODE 414

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Diana E. Bartley
Project Director

____

Richard H. Davis
Dean

The University of Wisconsin-Milwaukee

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Diana E. Bartley
Project Director

____
Richard H. Davis
Dean

Exhibit: 2
Appendix: 3

FROM: Al Young: Snakes, Holt, Rinehart, & Winston, 1970
(by kind permission)

".....swimming instructor. And a disadvantaged black student at that, even if he was crazy! Mr. Brown must have handled matters smoothly because Dangle ended up apologizing to Champ as well as to Champ's only parent, his mother, and never again did he doze over newspapers or magazines during class. Brown later proved his slickness by running for congressman in our basically non-white district, and winning.

Champ came to class but didnt have to do anything. He sniffed and turned the pages of a magazine.

"What's that you readin, Champ?"

"Lookin at this Down Beat."

"Is it good?"

"I dont know. I just like to pick up on what everybody be doin, y'understand. They got in here where all the scenes is and who the people are that be on the scene and what they got to say about it, all such illy-gump as that."

Champ spoke that bad central city argot, that tight, clipped, acid, hard hip lingo that's calculated to keep outsiders in their place minding their own business.

"What scene?"

"What scene? Man, you mean you dont know?"

"I know what scene means but I don't know what youre talkin about."

"Well now." he slid into that sleepy, whispery chuckle of his, a cross between Ha-Ha-Ha and Kiss-My-Ass. "You dig on much modern jazz?"

"I kinda go for jazz, unh-hunh, but I like blues too, rhythm and blues, you know."

"Yeah, I know--that shit they be blastin over Poppin Percy's Show. I can go for some of that too when it's a group that's got somethin goin for em beside a lotta doo-wah. But I'm talkin about jazz, baby, modern jazz, some call it contemporary. It aint but one jazz far as I'm concerned. I aint talkin bout all this old rickytick that ofays play and rebop and rebop and shit. I'm taklin bout what's happenin now, right this now, modern, can you dig it?"

"Yes, I think I know what you mean."

"Lemme break it down for you some more. Now, you take me--I go sounds. People all the time be wonderin how come I'm all the time hunched over got my eyes closed or look like I be thinkin real deep bout somethin--well, I be's thinkin bout them sounds, MC. I be's thinkin bout all the tough and fantastic sounds that these old lame jiv-ass motherfuckers aint never heard tell of much less heard. You know, I be's groovin behind what's swishin round up in my dome, dig it?"

"Yeah, I can dig it," I told him hurridedly, trying to think up a new subject we could get on. Champ was getting worked up an had a scary look in his eyes that made me uncomfortable because I dint know just how to take it. As he flipped thru the Down Beat, I got a glimpse of someone playing guitar. "Is there much about guitar playin in there? That's what I play."

Quite suddenly, and for no reason I could think of, he handed me the mag and then rubbed his face in his hands and yawned. "Here, you can have it--it's yours, man. I got two of em anyway."

"What you doin with two of em?"

"I copped one up at Thad's drugstore the other night and then went and forgot and up and copped another one someplace else. I was loaded back, man I thought it was a different one. I like to look thru them books every once in a while but you dont need to read that jive they got in here just to pick up on what's going down tho. Other night I got me some white port and some lemon juice and smoked me some boo--that's what keep me goin, brew, boo and bobbycue--and then I dropped....."

".....Fifth grade--and take it from me, when I was in the fifth grade that was a long time ago. Teacher brought a bunch of us up to this band room and had us tryin out some of the instruments. The dude was even studyin me while I was testin out tubas and trumpets and basses and drums and trombones and everything and told me I oughta be blowin clarinet or sax, said I had a feel for reeds, y'understand, said it might even help keep me innerested in school. But my old lady, that chick, man, she thought he didnt know what he was talking bout, said we couldnt afford no instrument even if it had to come from out the pawnshop. So now here I am, all fucked up, cant play nothing but the radio, the recordplayer and the TV. You taught yourself to play the guitar, hunh?"

"No, one of my grandmama's people started me off on it."

"Where was he from--downsouth someplace?"

"Mississippi."

"I knew it, I knew it! Them old dudes can play, cant they? I got a uncle come from down outta there someplace--Georgia--Joker can reach over and grab hold of a trombone and blow the shit out of it. Grab anything, shoooooot, grab a jug, a coffee cup, rubberband, anything--grab one of them life preservers out there in the pool there and blow it to pieces. He dont be jivin neither, the cat's a musician, a natural musician. He pick up one of these plastic ukuleles from out the dimestore and play some old funkybutt blues make you cry."

"Say, Champ, I sure would like to hear some of your records sometime. I really havent heard too much of this really modern stuff."

"Aint too many people really heard it, baby. They might listen to it but they dont be hearin it. I'd tell you to come by the pad, I live right down the street from Shakes there, but my old lady got her mouth stuck out half the time and she always scared somebody gon try to break in. She kinda weird, y'understand, and since I dont be there all that much she dont dig on people just up and fallin by. So, why dont I bring a coupla LPs to school one day and you can take em on home and check em out--if you got a good needle, dont be layin no bogue needles on my choice jams, man! I got a gang of em too."

"Hey, nice, man--but cant I bring you something for exchange, like? All we have are mostly old blues and pop and those old jump records that belong to my folks, a lotta rhythm and blues and that kinda thing."

"I know--all them old rock jams and shit, all that ram-de-bam and oompty-doomp, unh-unh, baby, I been thru that. I'll just loan you some of my albums. You might even be able to cop some ideas or tunes to play off of em. How that sound?"

I was moved by his unexpected kindness and interest in my playing. "OK, Champ, but if there's anything I can do, any favors or anything like that, just let me know."

He looked thoughtfully toward Phil Wyzinski, his one-time savior, who was taking an running dive off the board. "Now, you see that boy there? That's a OK dude for a gray cat." His attention shifted back to me. "Look here, you say you wanna pay me back for some of them jams I'mo bring you to hear?"

"Sure, what you got in mind?"

"Why dont you start by lettin me have this fifteen cents so I can buy me some milk or pie or somethin for lunch. All I had for breakfast was a Pepsi and a coupla spoons of chili my old lady had left over in the icebox. My damn stomach sound like it's fixin to erupt!"

"Here you go," I said, handing over the last of my paper route money for the week. 'Will fifty cents do?"

"That all you got?"....."

Exhibit: 3

CARL JAMES

U AND NON-U

The British linguist A.S.C. Ross attempted to create an inventory of linguistic social markers, in an essay entitled "U and Non-U An Essay in Sociological Linguistics" to be found in Mac Black (ed.) The Importance of Language (Prentice Hall, 1962). The essay was subsequently taken up by Nancy Ross recognized two categories: upper class usage (U) and lower class usage (Non-U). These are categories for British English. How does American usage compare?

U	Non-U	U	Non-U
yésterday	yesterdáy	What?	Pardon?
fórmidable	formídable	Sorry!	Pardon!
ínt'resting	interésting	Manners	Pardon me.
témporarily	temporárily	wireless	radio
get [ɪ]	get [ɛ]	napkin	serviette
real (2 syll)	real (1 syll)	How do you do (repeat)	Quite well, thank you.
ideal (3 syll)	ideal (2 syll)	have one's bath	take a bath
forrid	fore-head	fault, also	
vase [ɑi]	vase [eɪ]	Blakans, Baltic } [ɔw]	[ɔʊ]
vegetables	greens	halt, malt	
house	home	salt, vault	
sick	ill		
hall	lounge		
looking glass	mirror		

Exhibit: 4

LINGUISTICS TEST

August 6, 1971
Milwaukee

Name ____________________________

1. Which one of the following statements best represents the view of contemporary linguists:

   a. Prescriptive rules must be based upon prior descriptions of language.
   b. Description should be based on prescriptive rules.
   c. Prescriptive and descriptive rules are not really different.

2. What criterion best decides the standard form of a language:

   a. Its use by educated persons
   b. Statements about it which are found in standard reference grammars of the language
   c. Its internal logic

3. Learning a new language is basically:

   a. learning new words to correspond to all those of the native language
   b. learning new meanings to go with familiar sounds
   c. learning new patterns of sounds and words

4. Which of the following components is most difficult to acquire in learning a foreign language:

   a. the sound system
   b. the grammar
   c. the vocabulary

5. There is an unlimited number of arrangements of sounds in any given language.
   True of False?

6. Fill in /pin/is to/ bin/ as/ tin/ is to _____

7. He works nights is to He works problems as He sings Sundays is to He sings _________.

8. For the most part the relationship between the words of a language and their meanings is:

   a. arbitrary
   b. onomatopoatic
   c. natural

9. The words slop, slime and sludge suggest unpleasant things. This must also be the case with the Russian word sledovat. True or False?

10. The difference in meaning between watch pocket and pocket watch would be similarly signaled (i.e. by word order) in all languages. True or false?

11. All foreign learners of English experience the same difficulties with it to the same degree regardless of their language background. True or false?

12. If somebody says chop for shop, he will probably say watch for ________.

13. Someone who says Luke for look will also probably say pool for ________.

14. Learning a second language as an adult is very much like learning one's native language as a child. True or false?

15. The smallest unit of sound in a language is a:

a. morpheme
b. phoneme
c. lexeme
d. grapheme

16. The basic grammatical unit is a:

a. morpheme
b. phoneme
c. lexeme
d. grapheme

17. Pair the words lips, gags, talked and bagged according to the following criteria:

a. voiceless endings of stem ____________, ____________

b. voiced endings of stem ____________, ____________

18. Rank the following (from largest to smallest) morpheme, clause, word, sentence:

a. ____________ (largest)

b. ____________

c. ____________

d. ____________ (smallest)

19. The word big is (an antonym) (a synonym) of small. Circle the correct answer.

20. The terms sphere and globe are (synonyms) (antonyms).

Exhibit: 5

WORKSHOP TEST

August 6, 1971
Milwaukee

Name ______________________________

This is a true (T), false (F) type test for questions 1 - 15, completion test for questions 16 - 19 and a multiple choice test for questions 20 and 21.

_____1. The best measure of a student's ability to communicate in the target language is his ability to manipulate drills in the classroom.

_____2. The ABE English Teacher must bear in mind that above all he is working to replace the student's language with standard English.

_____3. Students cannot produce orally sounds they cannot hear.

_____4. If two speakers of the same native language, and same age, make different amounts of progress in learning standard English, it should be interpreted that one is trying harder than the other.

_____5. The teacher can best determine whether or not a particular set of materials has been effective by asking the students if they enjoyed them.

_____6. There is very little relationship between oral classroom drills and learning to read.

_____7. The terms "slang" and "substandard" as they relate to language are synonomous.

_____8. In English there are six vowel sounds (a, e, i, o, u, and sometimes y).

_____9. Most classroom drills are informal tests.

_____10. The schwa sound (as in the a of sofa) is the easiest for the native English speaker to pronounce due to its high frequency of use.

_____11. We should attribute the difficulties a person has in learning a second language, or dialect, to a combination of physicological and nutritional deficiencis.

_____12. In teaching English for communication, it is better to teach for phonemic accuracy rather than phoetic accuracy.

_____13. The average teacher devotes more time to haveing the student learn how to answer questions than to having the students learn how to ask questions.

____14. Speaking and writing are active skills while listening and reading are passive skills.

____15. The "th" sound in think is the same "TH" sound in they.

List the four basic skills of language use (16 - 19).

16.

17.

18.

19.

20. Using the numbers 1, 2, 3, list the following tasks in order of probably difficulty for the adult language learner.

_____Identifying which sound is being used

_____Discriminating whether two sounds are the same or different

_____Producing the sound

_____21. Which of the following is not a short-term goal?

a. To be able to distinguish in writing between too and two.
b. To be able to fill out a job application form.

c. To be able to select appropriate dress for a job interview.
d. To be able to appreciate literature.

Exhibit: 6

ABE-TESOL INSTITUTES 1971

BACKGROUND INFORMATION ON PARTICIPANTS

Circle one to indicate the group you belong to: ESD-B, ESD-S, EFL

1) name ______________________________

2) occupation ______________________________

3) sex: male female

4) age _______yrs.

5) place of work ______________________________

6) hours/week ____________

7) describe any part time work you are employed to do ____________

____

____

8) which is your native language ______________

9) what other languages do you: read ______________

write ______________

10) in which educational programs did you participate in your community ____

____

11) in which previous institutes did you participate, list: giving name, place and date

____

____________________________ ____________

____

12) are you an ABE supervisor in this institute

13) university education _____yes _____ no

14) highest degree ____________________

INFORMATION ON YOUR STUDENTS*

15) minimum educational equivalent______________

16) maximum educational equivalent______________

17) language spoken by students (list)

____

____

18) language written by students (list)

____

____

____

19) what do you consider the students' main difficulties, list:

____

____

____

____

20) economic situation of students

poor fair good excellent

Exhibit: 7

EVALUATION QUESTIONNAIRE

Group membership (circle one) ESD-B, ESD-S, EFL

Your comments will be used as part of the evaluation of the Institute. Extensive, supported comments are appreciated. You are asked to comment first on the subsections of the Institute (linguistic, culture seminar, etc.), then to give an overall evaluation. Give especial consideration to the usefulness of the Institute for your future teaching in ABE.

1. Linguistic Seminar

2. Culture Seminar

3. Workshop

4. Microteaching

5. Consultant Conferences

6. Field Trips

7. Overall Evaluation

MICRO-TEACHING SCHEDULE - ENGLISH AS A FOREIGN LANGUAGE

Time	Role	7/5 MONDAY clsrm #1	 clsrm #2	7/6 TUESDAY clsrm #1	 clsrm #2	7/7 WEDNESDAY clsrm #1	 clsrm #2	7/8 THURSDAY clsrm #1	 clsrm #2
9:00 to 10:45 a.m.	Micro-Teacher	Kopp	Waller	McQuillen	Garcia	Kopp	Waller	McQuillen	Garcia
	Students	Doan McQuillen Green	O'Gara Garcia Torres	Kopp Doan Green	Waller O'Gara Torres	Doan McQuillen Green	O'Gara Garcia Torres	Kopp Doan Green	Waller O'Gara Torres
	ABE Supervisor	Merrick	Martinez	Merrick	Martinez	Merrick	Martinez	Merrick	Martinez
	TTT Trainer	McKinney	Butler	McKinney	Butler	McKinney	Butler	McKinney	Butler
10:45 to 12:00 noon	Micro-Teacher	Doan	O'Gara	Green	Torres	Doan	O'Gara	Green	Torres
	Students	Kopp McQuillen Green	Waller Garcia Torres	Kopp McQuillen Doan	Waller Garcia O'Gara	Kopp McQuillen Green	Waller Garcia Torres	Kopp McQuillen Doan	Waller Garcia O'Gara
	ABE Supervisors	Merrick	Martinez	Merrick	Martinez	Merrick	Martinez	Merrick	Martinez
	TTT Trainer	McKinney	Butler	McKinney	Butler	McKinney	Butler	McKinney	Butler
1:00 to 2:30 p.m.	Micro-Teacher	Strehlow	Merrick	Analla	Martinez	Strehlow	Merrick	Analla	Martinez
	Students	Cooper Analla Susedik	Guajardo Martinez Green	Strehlow Cooper Susedik	Merrick Guajardo Waller	Cooper Analla Susedik	Kopp Doan Wrinkle	Strehlow Cooper Susedik	Merrick Green McQuillen
	ABE Supervisor	Guajardo	Wrinkle	Guajardo	Wrinkle	Guajardo	Martinez	Guajardo	Wrinkle
	TTT Trainer	Leitzen	Sister Elizabeth	Leitzen	Sr. Elizabeth	Leitzen	Sr. Elizabeth	Leitzen	Sr. Elizabeth
2:30 to 4:00 p.m.	Micro-Teacher	Cooper	Guajardo	Susedik	Wrinkle	Cooper	Guajardo	Susedik	Wrinkle
	Students	Strehlow Analla Susedik	Merrick Kopp Wrinkle	Strehlow Cooper Analla	Garcia Guajardo Martinez	Strehlow Analla Susedik	Merrick Martinez Garcia	Strehlow Cooper Analla	O'Gara Waller Martinez
	ABE Supervisor	Guajardo	Martinez	Guajardo	Merrick	Guajardo	Wrinkle	Guajardo	Merrick
	TTT Trainer	Leitzen	Sister Elizabeth	Leitzen	Sr. Elizabeth	Leitzen	Sr. Elizabeth	Leitzen	Sr. Elizabeth

Exhibit: 8

Exhibit: 9

SUMMER INSTITUTES: ADULT BASIC EDUCATION - TESOL

The School of Education of the University of Wisconsin-Milwaukee will sponsor two three week Institutes in English as a Second Dialect and Foreign Language in Adult Basic Education.

The basic aim of the Institute is to train teachers of adults who have the equivalent of 8th grade education or less and who are native speakers of non-standard English or a foreign language.

Institute I	June 21 - July 9
Institute II	July 19 - August 6

Description Each Institute will be divided into three sections of 16 participants. (12 teachers and 4 supervisors)

Section I Standard English as an alternate dialect for speakers of Non-standard, particularly Black Non-standard English

Section II English as a second dialect and language for Spanish speakers

Section III English as a second language for heterogeneous language background groups, primarily urban

The Program The sections will meet according to their respective fields. Classes will be taught in applied linguistics and language learning, and in history and culture of the adult learner. Workshops conducted by nationally known professors will be conducted in each of the three fields in order to afford every participant the opportunity of developing curriculum materials.

Micro-teaching Each group will partake in a four day micro-teaching session. Each participant will be trained to teach through the use of in-circuit television. Technical skills of teaching will be emphasized. Supervisors will be trained in supervisory techniques and will work with trained supervisors from the Triple-T program (Training of Teacher Trainers).

Conferences Consultants in various fields will be offering seminars on a variety of subjects related to Adult Basic Education, to English as a Second Language and English as a Second Dialect and related areas such as social welfare and medical resources available to the adult learner. Participants will be given ample opportunity to speak individually with the consultants.

Criteria for selection (Institute and Workshop)

1. Indication of employment for Autumn, 1970, as an ESL-ABE teacher, supervisor, or aide.
2. Experience in ABE teaching
3. Recommendation of local supervisor or State ABE director

4. Indication of involvement in an ESL-ABE curriculum and/or materials development project and willingness to bring work completed to this time to the Workshop

Stipends of $75.00 per week and $15.00 per dependent per week will be granted. Round trip travel (economy air fare) is available; however, participants will pay for room and board. University facilities are available.

Three (3) semester credits, graduate or undergraduate, are available to participants who complete the Institute or Workshop programs. Graduate credit can be granted only to persons currently enrolled as graduate students. A form will be sent, at your request, which must be completed by the dean of the graduate school at your institution.

For Institute I, applications should be submitted immediately. For Institute II, applications should be submitted by July 1.

Send all applications and request for further information to:

Dr. Diana E. Bartley, Director
The University of Wisconsin-Milwaukee
ABE-TESOL Institute
School of Education
Marietta House, room 326
Milwaukee, Wisconsin 53211

Telephone (414) 228-5385
(414) 228-5386

DEB:ms

APPLICATION ABE-TESOL INSTITUTE

Name ______________________________

Application for Institute	Workshop
Section 1 ______	Section 1 ______
Section 2 ______	Section 2 ______
Section 3 ______	Section 3 ______
Address ______________________	Phone Number ____________
______________________	Soc. Sec. # ____________
______________________	No. of Dependents ______

I am not interested in University credit ______.

I am interested in undergraduate credit ______.

I am interested in graduate credit and am currently a graduate student in good standing at ______________________

I have never attended the University of Wisconsin-Milwaukee _____

My last semester of enrollment at the University of Wisconsin-Milwaukee was ______________________

I certify that I am currently employed (or will be employed this fall) as an ESL-ABE teacher or supervisor.

____
(your signature)

Please enclose or have sent under separate cover any recommendations or evidence of experience which may help guide us in our selecting.